

# Youth Activities



Introduction to the

# Youth Activities



These child-driven, innovative, hands-on activities are designed to help children expand the variety of foods in their diet; add more fruits, vegetables and grains to the foods they already eat; and construct a diet lower in fat.

These activities can complement the in-school component of the Team Nutrition program. They support the Team Nutrition framework and are grouped by theme and component. The family and community activities are designed to enhance and reinforce the youth activities.

Each youth activity includes a background section which gives detailed information pertinent to the lesson and tips to help run the activity. Once you select an activity, read it thoroughly before implementing.

Below is a short description of each of the youth activities:

- ◆ **Roots and Things** — Learn about and taste edible parts of plants.
- ◆ **The Grain Game** — Play “brain-games” to learn about grains, where they are grown, and what foods are made from them.
- ◆ **Pop-it and Rap-it** — Learn the Team Nutrition messages and create rap songs, poems, etc.
- ◆ **What Am I?** — Play a “Pictionary-type” game to learn about fruits and vegetables.
- ◆ **Super Me** — Play “charades” and set nutrition and physical activity goals.
- ◆ **Pyramid Relay** — Race to sort pictures into food groups.
- ◆ **Pyramid Tracking** — Track the number of servings eaten from each food group.
- ◆ **Media Blitz** — Design “nutramercials” to promote making healthy food choices.
- ◆ **Food Label Scavenger Hunt** — Search through a supermarket to find the labels to answer questions and make product comparisons.
- ◆ **My Label Scrapbook** — Collect and sort food labels by the food groups and create a scrapbook.
- ◆ **Line 'Em Up** — Sort foods by fat content.
- ◆ **Rainbow of Flavors** — Learn how the five senses help in the enjoyment of foods.
- ◆ **Sandwich Sense-ations** — Create a sandwich using pictures, then make it come to life!
- ◆ **New Taste Sense-ations** — Prepare “Confetti Veggie Spaghetti.”
- ◆ **Country Snapshot** — Enjoy a story from around the world and learn about the foods and customs of other countries.
- ◆ **Celebrate!** — Learn about food and customs of another culture.
- ◆ **Pen Pals Across the U.S.** — Communicate with pen pals in other parts of the U.S. and learn about the foods they eat.

# Roots and Things

Taste different fruits and vegetables. What part of a plant are they from... the stem? the root? the leaf? the flower? or the seed?



## Materials Needed:

### Supplied by You

- Fruits and vegetables
- Paper plates, napkins, or paper towels

### From the Kit

- “We Eat Different Parts of a Plant” handout

## Time Needed:

45 minutes



## OBJECTIVES:

- ◆ To expand the variety of fruits and vegetables eaten.
- ◆ To taste fruits and vegetables and identify the different parts of a plant they come from.
- ◆ To incorporate more fruits and vegetables into the diet.

## KEY CONCEPTS:

- ◆ There are a wide variety of fruits and vegetables available to eat.
- ◆ There are many delicious ways to add more fruits and vegetables to the foods we enjoy.

## PREPARATION NEEDED:

- ◆ Buy at least one fruit or vegetable to represent the edible parts of plants. Use “We Eat Different Parts of the Plant” in this lesson to give you some ideas on foods to choose. Select both common and unusual fruits and vegetables. You may try canned, fresh, or frozen versions of the foods you select.
- ◆ If you purchase fresh items, keep one whole so the youth can see what the food looks like.
- ◆ Wash the remaining fruits and vegetables; cut into bite-sized pieces, place on plates and stick a toothpick in each piece.
- ◆ Make photocopies of “We Eat Different...” handout to distribute to each youth.

## BACKGROUND:

Fruits and vegetables supply the body with water, vitamins such as vitamin A and vitamin C, minerals such as potassium and calcium, and carbohydrates for energy. Fiber, which keeps the digestive systems healthy, is also found in fruits and vegetables. The different parts of plants that can be edible are the seeds, roots, leaves, stems, flowers, and fruit. Read over the “We Eat Different Parts of a Plant” handout (55) and become familiar with this list of fruits and vegetables (9) **before** the lesson.

## ROOTS AND THINGS ACTIVITY

### Setup

1. Place the plates of bite-sized samples and whole foods on a table.
2. Have youth wash their hands.
3. Ask for a volunteer to distribute the paper plates and napkins or paper towels.

### Food safety note:

Wash any fresh fruits and vegetables thoroughly before cutting. Keep cut food cold until ready to use. Refrigerate leftovers. Have the youth wash their hands before handling and eating the fruit and vegetable samples.

### Introduction

- ◆ Explain that you've prepared a tasting party — they will be tasting fruits and vegetables.
- ◆ While they enjoy the food, they should think of the name of each food as well as what part of the plant it is — for example, celery is the stem of a plant.
- ◆ Encourage the youth to refer to the handout to help them identify the parts of the plant they are eating.

### Tasting party and discussion

1. Have the youth take a bite-sized sample of **each** sample of fruit and vegetable.
2. Have everyone taste the same food at the same time.
3. After the youth taste a food, discuss the following questions:

*Do you know what fruit or vegetable you just tasted?*

*How would you describe the food? Was it soft? crunchy? sweet? etc.*

*Do you eat it at home?*

*How would you see this fitting into your meals?*

*Have you seen or tasted this food in different forms? (frozen, canned, in a casserole, etc. )*

4. After food samples have been tasted and identified open the discussion on plant parts.
5. Give a copy of “We Eat Different Parts of the Plant” to each youth. Discuss the following questions:

*What part of the plant do you think (sample A) comes from?*

*How did you know that? (Some vegetables are leafy so they come from that part of the plant, etc.).*

Repeat discussion for each food sample.

- Using the handout, have youth draw a line connecting the name of the plant part to the part of the plant it names.
- On the same handout, have the youth circle the foods they tasted.
- Discuss the following questions:

*Do you eat any other fruits or vegetables from this part of the plant?*

*Were there any fruits or vegetables that were new to you today?*

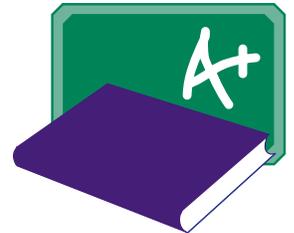
### **CLOSURE:**

Using the “left over” fruit and toothpicks have each youth construct his/her own edible art (37) for a snack at the end of the session. See diagram for ideas.



**HOME LINK:** Grow a minigarden (see “Family Activities”).

**SCHOOL LINK:** Identify and investigate roots (or other fruits and vegetables from different parts of the plant) served on their school lunch menu. Make posters about these fruits and vegetables using the information learned during this lesson.

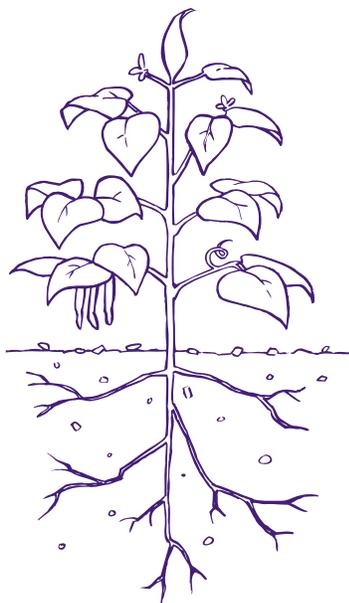


**COMMUNITY LINK:** Grow a Team Nutrition community or school garden (see Community Activity—“Project Green Thumb”). Or, if space is limited, grow a container garden (see Family Activity—“Starting Small”).

## WE EAT DIFFERENT PARTS OF THE PLANT

Draw a line connecting the word with the plant part it names.

- seed
- stem
- root
- leaf
- flower
- fruit



Bean Plant

**FOODS WE EAT THAT ARE ROOTS:**

- beet
- onion
- carrot
- parsnip
- potato
- radish
- rutabaga
- sweet potato
- yam
- turnip

**FOODS WE EAT THAT ARE STEMS:**

- asparagus
- bamboo shoots
- bok choy
- broccoli
- celery
- rhubarb

**FOODS WE EAT THAT ARE LEAVES:**

- Brussels sprouts
- parsley
- cabbage
- spinach
- collards
- turnip greens
- kale
- chard
- lettuce
- endive
- mustard greens
- watercress

**FOODS WE EAT THAT ARE FLOWERS:**

- broccoli
- cauliflower

**FOODS WE EAT THAT ARE SEEDS:**

- lima beans
- pinto beans
- pumpkin seeds
- kidney beans
- black beans
- sunflower seeds
- peas
- dry split peas
- butter beans
- corn

**FOODS WE EAT THAT ARE FRUIT:**

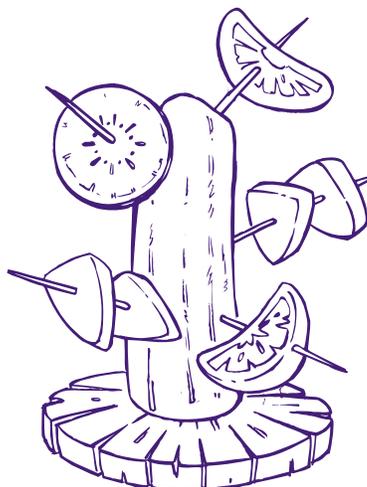
- apple
- apricot
- artichoke
- avocado
- grapes
- cucumber

- banana
- pumpkin
- squash
- bell pepper
- date
- grapefruit
- berries
- pear
- pineapple
- eggplant
- plum
- tangerine
- kiwifruit
- mango
- melon
- orange
- papaya
- peach
- pomegranate
- strawberry
- tomato

## EDIBLE ART

10 canned or fresh pineapple rings or slices  
5 large bananas  
2 tangerines, segmented  
1 large apple, cut into small wedges  
1 pear, cut into small chunks  
1 kiwi, peeled and sliced  
(cut slices in half or fourths)  
toothpicks

Drain the pineapple rings thoroughly. Place a pineapple ring in the center of a small paper plate. Peel the banana, cut in pieces, and place it upright into the center of the pineapple ring. Place an assortment of the remaining fruits on a small plate, and insert toothpicks into the pieces. Place the toothpicks into the upright banana forming branches on the banana. Continue to decorate the banana until you are pleased with the results. This amount will provide fruit for 10.



# The Grain Game

Play a “brain game” to learn about grain-based foods. Taste different foods made from grains and learn where grains are grown in the United States.

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## Materials Needed:

### Supplied by You

- Food samples (see Preparation Needed to the right)
- Paper cups, napkins or paper towels
- Container of water



### From the Kit

- “Grains Grow in these States”
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## Time Needed:

45 minutes



## OBJECTIVES:

- ◆ To identify different foods made from grains.
- ◆ To expand the variety of foods eaten by tasting different kinds of foods made from grains.
- ◆ To identify where different grains are grown in the United States.

## KEY CONCEPTS:

- ◆ There are a wide variety of foods made from grains.
- ◆ Eating foods made from different grains adds a variety of tastes to meals.

## PREPARATION NEEDED:

- ◆ Purchase foods that are made from the grains that will be discussed in this lesson. Examples of foods that might be purchased are: corn tortilla, rye bread, pumpernickel bread, oatmeal muffins or oatmeal cookies, and rice cakes. Additional breads you might consider including, if they are available, are:
  - ◆ scones—a British sweet biscuit
  - ◆ chapatis—a flat bread eaten in India and in East Africa
  - ◆ pita bread—a flat bread also known as “pocket bread”
  - ◆ lavash—a paper-thin Russian bread used for wrapping food
  - ◆ matzoh—a flat, cracker-like bread
  - ◆ corn bread—a bread made from cornmeal
- ◆ Cut foods into bite-sized pieces.

## BACKGROUND:

A grain is a single seed of a cereal grass. Some of the cereal grains grown in the United States are wheat, corn, rye, rice, barley, and oats. More foods are made with wheat than any other cereal grain.

Each grain tastes differently and adds delicious taste, nutrition and variety to meals. Grain-based foods provide complex carbohydrates which are an important source of energy for the body.

They also provide vitamins that help keep the body strong and healthy such as B vitamins, minerals such as iron, and dietary fiber which keeps the digestive systems healthy.

Grain products belong in the Breads, Cereals, Rice, and Pasta Group of the Food Guide Pyramid. The following are examples of grain-based foods categorized by their main grain ingredient. Use this information when playing the “Grain Game.”

#### **WHEAT**

white bread  
wheat bread  
noodles  
spaghetti  
biscuit  
fry bread  
flour tortilla  
wonton wrapper  
cracker  
waffle  
graham cracker  
scone  
pita bread  
matzoh  
pancake  
crepe  
cream-of-wheat cereal  
wheat flakes  
popover  
couscous  
tabbouleh  
cake

#### **CORN**

corn bread  
corn tortilla  
popcorn  
hominy  
grits  
corn flakes  
cornmeal mush  
hushpuppy

#### **OATS**

oatmeal  
oatmeal cookie  
oatmeal muffin  
ready-to-eat oat cereal  
granola  
muesli

#### **RYE**

rye bread  
rye flatbread  
pumpernickel bread  
rye crackers

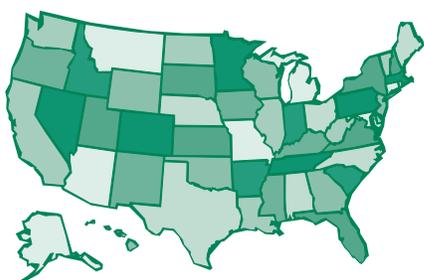
#### **RICE**

wild rice  
white rice  
basmati rice  
texmati rice  
jasmine rice  
brown rice  
Spanish rice  
ready-to-eat rice cereal  
risotto  
sticky rice  
rice noodles  
rice cake  
rice pudding  
rice cereal (infant)  
rice balls  
popped wild rice  
cream-of-rice cereal

## GRAIN GAME ACTIVITY

### Setup and introduction

1. Tell the youth that they will be playing a game about grains.
2. Explain that before they begin the “Grain Game” they will first need to understand that a grain is a seed from a cereal grass. Some cereal grains grown in the U.S. for food are wheat, corn, rice, oat, and rye (barley and millet are also cereal grains but are used less often in the U.S.).
3. Divide the youth into two teams. The group leader should moderate the game. First, explain to the youth how the game is played:
  - ◆ The group leader will call out a type of grain (e.g., wheat, corn, rice, oats, rye).
  - ◆ One team will begin the game by calling out a food made from that grain.
  - ◆ The other team will respond by calling out a different food made from that grain.
  - ◆ Each time a correct food is called out, that team gets 1 point. When a team calls out an incorrect food, that team will not get a point but the point will go to the other team.
  - ◆ The teams will alternate calling out a different food until no more can be named.
  - ◆ When no more can be named, the group leader calls out the name of a new grain and the game continues.



Play rounds of this game until wheat, corn, rice, oats, and rye are covered.

### Game closure

Suggested discussion questions following the game:

*What foods made from grains do you eat now?*

*What new foods made from grains did you learn about today?*

*Which of the foods named today would you want to taste?*

**InfoNote:**

This lesson suggests taste testing some common breads because these foods are readily available. However, the lesson can be expanded to incorporate cereals, rice and pasta if facilities are available for preparing a wider variety of foods.

**InfoNote:**

“Grains Grow in these States” shows only those states that are major producers of the 5 grains eaten most often in the U.S.

**TASTING ACTIVITY**

1. Tell the youth that now they are going to taste some foods made from different grains.
2. Have everyone wash their hands.
3. Have a volunteer distribute cups of water and paper plates or napkins. The water is for sipping between food samples.
4. Youth should take a sample from each food plate, taste the food, and try to figure out which grain it's made with. Have volunteers name each food and its grain ingredient.

5. Suggested discussion questions:

*Which foods did you like best? Why?*

*Which were new to you?*

**CLOSURE:**

Display the sheet, “Grains Grow in these States.”

Suggested discussion starters:

*Name the states where grains are grown.*

*Where are most grains grown? Why?*

*How do the grains grown in the different states get to other parts of the country to be made into foods?*



HOME LINK: Make “Bread in a Bag” (see “Family Activities”).

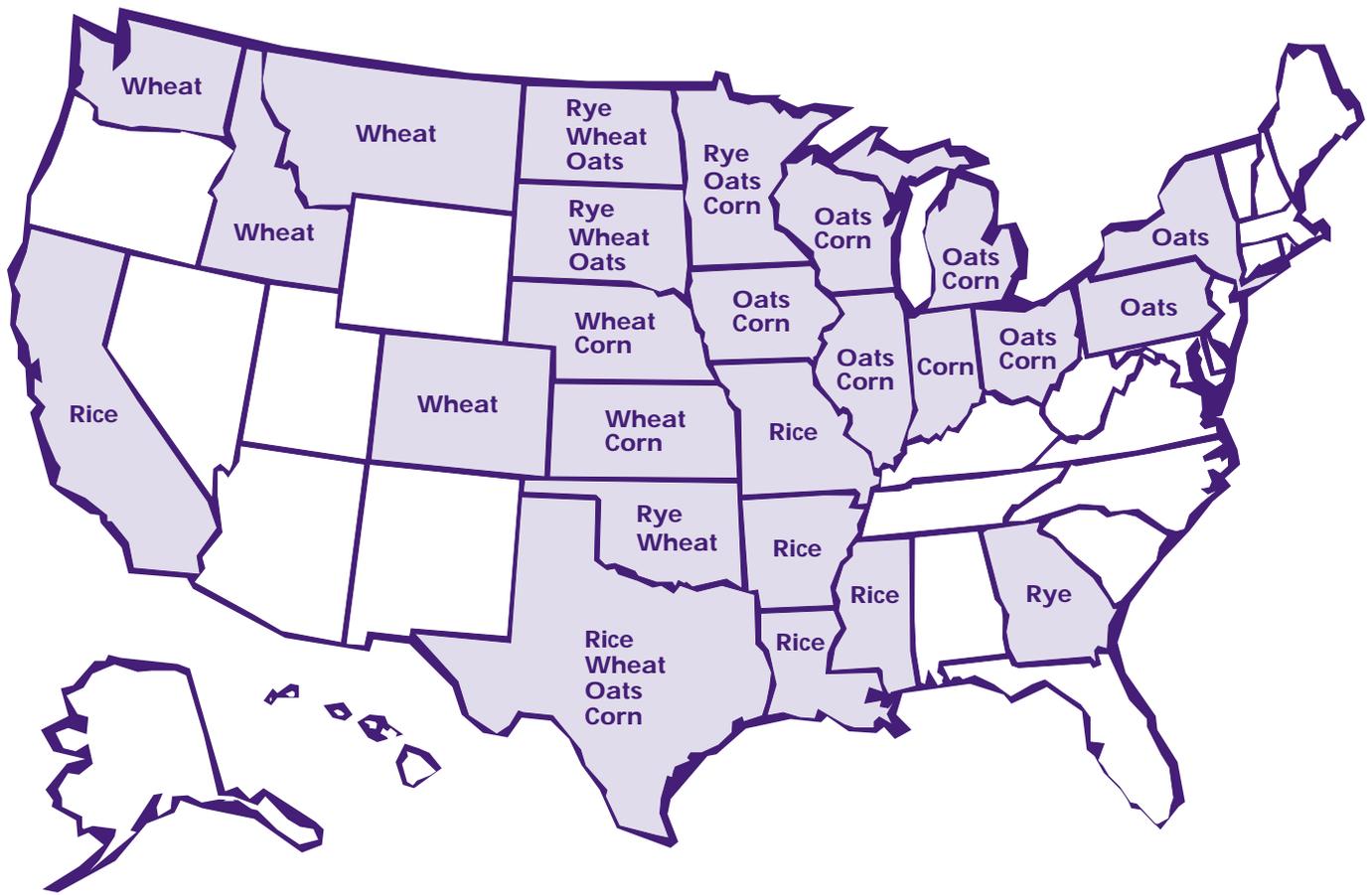


SCHOOL LINK: Invite someone to talk to the class about the harvesting of locally grown grains.



COMMUNITY LINK: Visit ethnic bakeries or bakeries that sell a wide variety of breads and interview staff about what kinds of flour they use.

# GRAINS GROW IN THESE STATES



**ANSWER KEY FOR “GRAINS GROW IN THESE STATES”**

The states are listed in order from highest production to lower.

**WHEAT**

1. North Dakota
2. Kansas
3. Montana
4. Washington
5. Oklahoma
6. Colorado
7. Idaho
8. South Dakota
9. Nebraska
10. Texas

**CORN**

1. Iowa
2. Illinois
3. Nebraska
4. Minnesota
5. Indiana
6. Ohio
7. Wisconsin
8. Michigan
9. Kansas
10. Texas

**RICE**

1. Arkansas
2. California
3. Louisiana
4. Texas
5. Mississippi
6. Missouri

**OATS**

1. North Dakota
2. Wisconsin
3. Minnesota
4. Iowa
5. South Dakota
6. Pennsylvania
7. Ohio
8. Illinois
9. New York
10. Michigan
11. Texas

**RYE**

1. South Dakota
2. Georgia
3. Oklahoma
4. North Dakota
5. Minnesota

Source: *Agricultural Statistics 1995-96*. Agricultural Statistics Board, National Agricultural Statistics Service, USDA. (42).

# Pop-it and Rap-it!

Pop balloons to reveal the three Team Nutrition messages. Learn about the benefits of choosing foods for good health.



## Materials Needed:

### Supplied by You

- Balloons
- Scissors
- Pencils
- Board
- Flip-chart paper
- Markers
- Tape

### From the Kit

- Team Nutrition Messages
- “Crack the Code” handout

## Time Needed:

30 minutes for each activity



## OBJECTIVES:

- ◆ To state the three Team Nutrition messages and relate the messages to health and well being.
- ◆ To choose foods for a healthy diet and become more physically active by personalizing the Team Nutrition messages.

## KEY CONCEPTS:

- ◆ Expand the variety of foods in the diet.
- ◆ Add more fruits, vegetables, and grains to the foods already eaten.
- ◆ Construct a diet lower in fat.
- ◆ Choosing food for a healthy diet helps the body grow, develop and feel strong and gives the energy needed to work and play.

## PREPARATION NEEDED:

- ◆ Photocopy the “Team Nutrition Messages” sheet.
- ◆ Cut out the first message in a strip.
- ◆ Cut apart the words and insert each word of the message into one balloon.
- ◆ Blow up the balloon and tie the end.
- ◆ Repeat for second and third messages.

## BACKGROUND:

The health of children can be improved by empowering them to expand the variety of foods in their diet; add more fruits, vegetables, and grains to the foods they already eat; and construct a diet lower in fat. These are the three messages of Team Nutrition, a program from the U.S. Department of Agriculture. It is important to eat a variety of foods each day. The body, like a car, needs fuel. Food is fuel for people. Just like a car that doesn't run well when it gets the wrong kind of gas, a person may feel tired, sluggish or may become sick if they don't get the nutrients they need.



### Directions:

Pop the balloon—  
use the pencil point.

Gather the words.

Arrange the words so that  
they spell out a message.

Write the message on the  
flip-chart paper.

Tape the three flip-chart papers  
around the room.

Grains, vegetables, and fruits are important sources of fiber (for healthy digestive systems), carbohydrates (for energy) and other vitamins and minerals.

Choosing foods for a healthy diet that are lower in fat may help to reduce the chances of getting certain diseases like heart disease and cancer. It also can promote weight maintenance or improve weight.

Most youth value a behavior which results in immediate consequences. Therefore, focusing on long-term benefits like disease prevention will not be effective when working with youth.

Choosing food for a healthy diet and being physically active will be valued if youth believe these behaviors will help them:

1. feel better;
2. grow better;
3. be stronger; and
4. have more energy.

## BALLOON BURST ACTIVITY

### Setup and introduction

1. Divide the youth into 3 teams.
2. Give each team a balloon, pen, piece of flip-chart paper, pencil, marker and some tape.
3. The group leader explains that there is a secret message inside each balloon. The group leader reads out loud the directions on how to play the game.

### Discussion and activity

1. When the messages are taped to the designated place, begin the discussion.

Suggested discussion questions:

*Where have you seen or heard these messages before?*

*Which of the messages do you follow now? Why?*

*Can you think of other messages you would add to these to help you choose food for a healthy diet?*

2. Explain that there are four reasons why we should want to follow the three messages just discussed. Now they will reveal these reasons by using a secret code.
3. Distribute “Crack the Code” handout and a pencil to each youth. They can work individually or in small groups.



### Rap Song (49)

Six, five, three, two  
 Eat the foods that are good for you.  
 Six, five three, two  
 Eat the foods that are good for you.  
 Six from breads and cereals.  
 Five from fruits and vegetables.  
 Two from milk.  
 Two from meats.  
 Very little fats and sweets.  
 Six, five, three, two  
 Eat the foods that are good for you.

### CLOSURE:

When it looks like several individuals or groups have finished, proceed to the discussion.

Suggested discussion questions:

*What are four reasons to choose foods for a healthy diet?*

*Do you agree that these are the reasons you should choose food for a healthy diet? Why or why not?*

*Are there other reasons to choose foods for a healthy diet?*

*What might those reasons be?*

*How will you now change or improve your diet?*

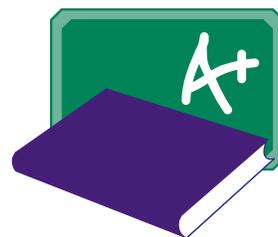
### OPTIONAL ACTIVITY:

Have the youth write rap songs using the Team Nutrition messages and the four benefits discussed. They can bring their rap songs to the next meeting to perform them.



**HOME LINK:** Decorate a t-shirt with one of the Team Nutrition messages or rap songs developed in this lesson.

**SCHOOL LINK:** Create posters incorporating the rap songs and Team Nutrition messages. Display the posters at their school or the “Food and Field Olympics” (see “Community Activities”).



**COMMUNITY LINK:** Participate in “Walkin’ the Walk” activity (see “Community Activities”).



## TEAM NUTRITION MESSAGES FOR BALLOONS



Expand the variety of foods in the diet



Add more fruits, vegetables, and grains to  
the foods already eaten



Construct a diet lower in fat



## CRACK THE CODE

Decode the following messages using the information below. On the line above each number, write in the corresponding letter. For example, the number 3 corresponds to the letter E, so above all the 3's write in E. By filling in all the lines you will reveal the four benefits to choosing food for good health.

1)                                                         
 4    3    3    7            2    3    13    13    3    11

2)                                                         
 5    11   10   15           2    3    13    13    3    11

3)                                                                    
 2    3                12   13   11   10   9    5    3    11

4)                                                                                  
 6    1    14   3           8    10   11   3           3    9    3    11   5    16

- |        |        |
|--------|--------|
| A = 1  | R = 11 |
| B = 2  | S = 12 |
| E = 3  | T = 13 |
| F = 4  | V = 14 |
| G = 5  | W = 15 |
| H = 6  | Y = 16 |
| L = 7  |        |
| M = 8  |        |
| N = 9  |        |
| O = 10 |        |

Answers: 1. feel better; 2. grow better; 3. be stronger; 4. have more energy

# What Am I?

Playing an adaptation of “pictionary,” identify a variety of fruits and vegetables. Role play how to add new fruits and vegetables to meals!

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## Materials Needed:

### Supplied by You

- Board or flip-chart
- Markers
- Cut up samples of fruits and vegetables (optional)
- Plates, napkins or paper towels (optional)
- Toothpicks (optional)

### From the Kit

- “Roll ‘Em Role Plays” handout
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## Time Needed:

30 minutes for each activity

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## OBJECTIVES:

- ◆ To expand the variety of fruits and vegetables eaten as a wide variety of fruits and vegetables are identified.
- ◆ To learn to incorporate more fruits and vegetables into the diet through role play.

## KEY CONCEPTS:

- ◆ Most people need to eat more fruits and vegetables each day.
- ◆ Fruits and vegetables add variety, color, different textures and flavors to meals.
- ◆ Fruits and vegetables are good snacks to eat because they are low in fat, easy to prepare, and easy to take along.

## PREPARATION NEEDED:

- ◆ Make enough copies of the “Roll ‘Em Role Plays” handouts and cut apart on the dotted lines.
- ◆ **Optional:** Cut up samples of fruits and vegetables for tasting —include both new and familiar fruits and vegetables. Put a toothpick in each piece of fruit and vegetable.

## BACKGROUND:

Most people do not eat enough fruits and vegetables each day. Fruits and vegetables can add a lot of variety and excitement to meals. They are colorful, have different textures and flavors and are easy to prepare. They also come in their own “package” —their skin — for carrying along. In addition, fruits and vegetables are available many different ways — fresh, frozen, canned, and dried. Some foods, peaches for example, are available all four of these ways! It is becoming easier to find fruits and vegetables from other countries and cultures in the local supermarket!

Fruits and vegetables provide the body with vitamins and minerals to help the body grow and stay healthy. Fruits and vegetables also contain fiber for healthy digestive systems.



**Food safety note:**

If you use any fresh fruits and vegetables wash them thoroughly. Refrigerate any leftover fruits and vegetables immediately. Have the youth wash their hands before handling or tasting food.

**Directions:**

One person in each group reads the role play situation to the group.

The group decides what to do in the situation.

Everyone participates in the role play.

**WHAT AM I? ACTIVITY****Setup and introduction**

## 1. Play “What Am I?”

Divide the youth into pairs or teams and explain the game. “What Am I?” is played like the game “Pictionary.” A youth from each pair or team draws a fruit or vegetable so that the rest of the group can guess what it is. Let each pair or team take turns at the board or flip-chart. The first team to get a certain number of points wins.

## 2. After the game, discuss the following:

*What are some of your favorite fruits and vegetables?*

*Name the part of the plant the food you just named comes from.*

*Where in the U.S. are these foods you just named grown?*

*Why is it important to eat fruits and vegetables?*

*Name some ways to eat a variety of fruits and vegetables every day.*

*What new fruits or vegetables were you introduced to with this activity?*

*Which of these new fruits or vegetables would you like to try?*

**ROLE PLAY ACTIVITY****Introduction**

1. Explain to the youth what a role play is (a role play is a kind of short play where you make up your own lines and act out what you might do in a situation).
2. Divide the youth into groups of 3–5.
3. Distribute a different role play from the “Roll ‘Em Role Plays” handout to each group. You may want to give the same role play to more than one group so that a variety of outcomes are developed.

**OPTIONAL ACTIVITY:**

Have each youth try the samples of fruits and vegetables.

Suggested discussion questions:

*Which of these fruits and vegetables are new to you?*

*Describe the taste of the foods you liked.*

*Would you ask for them at home?*

**CLOSURE:**

Discuss the following suggested questions after each group has presented its role play:

*Why did you choose what you did in your situation?*

*How do you think you would feel when you choose fruits and vegetables and your friends choose other foods?*

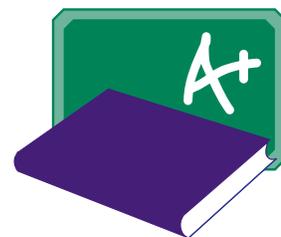
*Have you been in similar situations? What did you do?*

*What would you do differently as a result of what you learned today?*



**HOME LINK:** Make a collage of fruit and vegetable pictures from supermarket advertisements (circulars) or magazines. Include fruits and vegetables in their various forms (fresh, frozen, canned, dried). Display the collage on the refrigerator at home to remind others to eat a variety of fruits and vegetables each day.

**SCHOOL LINK:** Identify a vegetable such as potato and research the dishes people prepare and eat from different cultures or different regions of the country.



**COMMUNITY LINK:** Conduct a poster contest using the collages or pictures from the “What Am I” game. Contact local businesses and request that they display the entries and donate prizes. Give each person who submits a collage or picture a special local Team Nutrition certificate so that everyone who participates feels like a winner.

## ROLL 'EM ROLE PLAYS

### Role Play #1

Your family is eating breakfast at a restaurant. You and your brother are deciding what to order. You have been really trying to eat more fruits and vegetables. What do you do?

cut along dotted lines



### Role Play #2

You and your friends are choosing snacks from a vending machine that has mostly candy and chips. You have been trying to eat more fruits and vegetables. You notice another vending machine. It has fruit juice and soda pop. What do you do?

cut along dotted lines

### Role Play #3

Your class is planning a class party for the end of the school year. Most of the foods suggested have been the usual—cake, cookies, candy, etc. You have been trying to eat more fruits and vegetables. What do you do?

cut along dotted lines

### Possible outcomes for the role plays:

#### Role Play #1

Order juice or fruit at the restaurant.  
Eat a piece of fruit at home before you go out to eat.  
Bring along a banana or orange to eat with breakfast.

#### Role Play #2

Have a piece of fruit when you get home.  
Choose a fruit juice from the other vending machine.  
Look for crackers or lowfat cookies.

#### Role Play #3

Suggest including some snacks that contain fruits and vegetables: fruit salad, dip with raw vegetables, fruit smoothie, etc.  
Go to the party and don't eat too much of the snacks there. Eat fruits and vegetables at the other meals the day of the party.

# Super Me!!!!!!

Get on the road to becoming a “super you” — play an adaptation of the popular game “charades” to explore after-school eating and physical activity habits. Then set nutrition and physical activity goals.

## Materials Needed:

### Supplied by You

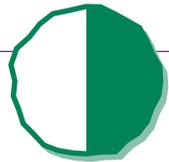
- Pencils
- Poster board or flip-chart

### From the Kit

- “On the Road to a Super Me” handout
- “Super Us” handout

## Time Needed:

20–30 minutes



## OBJECTIVES:

- ◆ To use the three Team Nutrition messages to set goals for choosing foods for a healthy diet.
- ◆ To set nutrition and physical activity goals and work to achieve them.

## KEY CONCEPTS:

- ◆ The three Team Nutrition messages can be used to set nutrition goals for after-school snacks.
- ◆ Regular physical activity is important for good health.
- ◆ Working with a partner can help in the achievement of goals.

## PREPARATION NEEDED:

- ◆ Photocopy enough copies of “On the Road to a Super Me” and “Super Us” handouts to give to youth.
- ◆ Print in large letters the three Team Nutrition messages on poster board or flip-chart.

## BACKGROUND:

“Making Food Choices for a Healthy Diet” is USDA Team Nutrition’s theme. Three messages have been developed to support the theme and will help children to:

- ◆ Expand the variety of foods in their diet;
- ◆ Add more fruits, vegetables, and grains to the foods they already eat; and
- ◆ Construct a diet lower in fat.

In addition to choosing foods for a healthy diet, it is important to balance the foods eaten with physical activity. Nearly all Americans need to be more active, because an inactive lifestyle is unhealthful. Many Americans gain weight in adulthood, increasing their risk for high blood pressure, heart disease, stroke, diabetes, and certain types of cancer. Physical activity is an important way to “use up” food energy (calories).

**InfoNote:**

The goals in this lesson are suggestions only. Use different goals based on the current nutrition and physical activity habits of the youth in your group.

**Directions:**

The first person “acts out” what they usually do after school.

Each team, in order, guesses what was acted out.

If a team guesses wrong, the next team gets to guess, etc. Once the activity is guessed correctly, the second person “acts out” their after-school activity. Repeat process as above. Repeat for third “actor.”

It is best to do 30 minutes or more of moderate physical activity on most, preferably all, days of the week. Examples of moderate physical activity are walking briskly, mowing the lawn, jogging, cycling, swimming, table tennis, fishing, canoeing and dancing. To help achieve a goal, whether a physical activity goal or a healthy food choice goal, do the following:

- ◆ Make the goal realistic — small changes really add up.
- ◆ Track the progress in order to measure how well you are doing.
- ◆ Use rewards as incentives i.e., buy a magazine, visit a friend.
- ◆ Work with a partner to help meet a goal (a partner can be a friend, adult, relative, brother or sister or neighbor who also wants to meet nutrition and physical activity goals).

**CHARADES ACTIVITY****Introduction**

1. Introduce the game of charades. Explain the game of charades to the group: Without using words, a person “acts out” an activity and the audience tries to guess what the “actor” is doing.

Ask for three volunteers who would like to act out what they do after school. The remaining youth can split up into teams and guess what the “actors” are doing.

2. Give the game directions.
3. Play charades.

**Discussion**

4. After the game, discuss the importance of regular physical activity and making food choices for a healthy diet. Use information from the Background Section of this lesson.

Suggested discussion questions:

*How many of you do these same things after school?  
Why?*

*After school, do any of you bike, run in the yard, play soccer, what else?*

Have the youth, by show of hands, indicate which of these activities they do.



## PHYSICAL ACTIVITY GOAL SETTING ACTIVITY

The purpose of this activity is to help the youth become the best they can be by setting daily physical activity goals.

Distribute to each participant a copy of the “On the Road to a Super Me” handout and a pencil. Discuss choosing a partner. If they choose to work with a partner, have the youth fill in their partner’s name on the handout.

### Discussion

1. Briefly discuss goal setting. See Background Section of this lesson for goal setting information.
2. Have the youth think about what physical activity goal each wants to set. Suggest that the youth start by setting small goals. Some examples are:
  - ◆ Go outside and play after school instead of watching television.
  - ◆ Take a walk instead of playing a computer game.
  - ◆ Dance to some lively music.
3. Have the youth write their goal for the week on his/her “On the Road to a Super Me” handout. Explain to the youth that for every day they reach their goal, they should draw a star (☆) in the box.
4. Have some youth share their physical activity goals with the rest of the group.



### Examples of goals for the Team Nutrition messages:

**Expand the variety of foods in the diet**— Instead of soda pop, I'll drink milk, orange juice, or tomato juice.

**Add more fruits, vegetables, and grains to the foods already eaten**— Instead of candy, I'll eat fruit for a snack.

**Construct a diet lower in fat**— I'll choose lower fat snacks such as pretzels instead of potato chips.

### FOOD CHOICE GOAL SETTING ACTIVITY

The purpose is to have youth set goals for making food choices for a healthy diet when selecting after-school snacks.

1. Review the three Team Nutrition messages with the group.  
See Background Section of this lesson.

#### Discussion

2. Remind the youth that part of becoming “super” includes choosing foods for a healthy diet.

Suggested discussion questions:

*Which of the three Team Nutrition messages would you use to set a goal for yourself? Why? What would your goal be?*

3. Have the youth think about what eating goal they want to set and have them write their goal for the week on “On the Road to a Super Me” handout. Explain to the youth that for every day they reach their goal, they should put a check (✓) in the box.
4. Have some of the youth share the goals they set with the rest of the group.

#### CLOSURE:

1. Suggested discussion question:

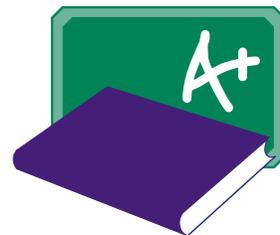
*How can you celebrate meeting your daily goals at the end of the week?*

2. As individuals decide on their reward, they can record it on their “On the Road to a Super Me” handout.
3. Have some of the youth share their celebration ideas with the group.



HOME LINK: Supply copies of the “Super Us” family activity handout as well as an extra copy of the “On the Road to a Super Me” for a family member or neighbor.

SCHOOL LINK: Participate in the challenge of setting and achieving daily eating and physical activity goals with another class. The first class with the most youth that meet their daily goals for a certain period of time gets to take a field trip, plan a party or receive some other reward.



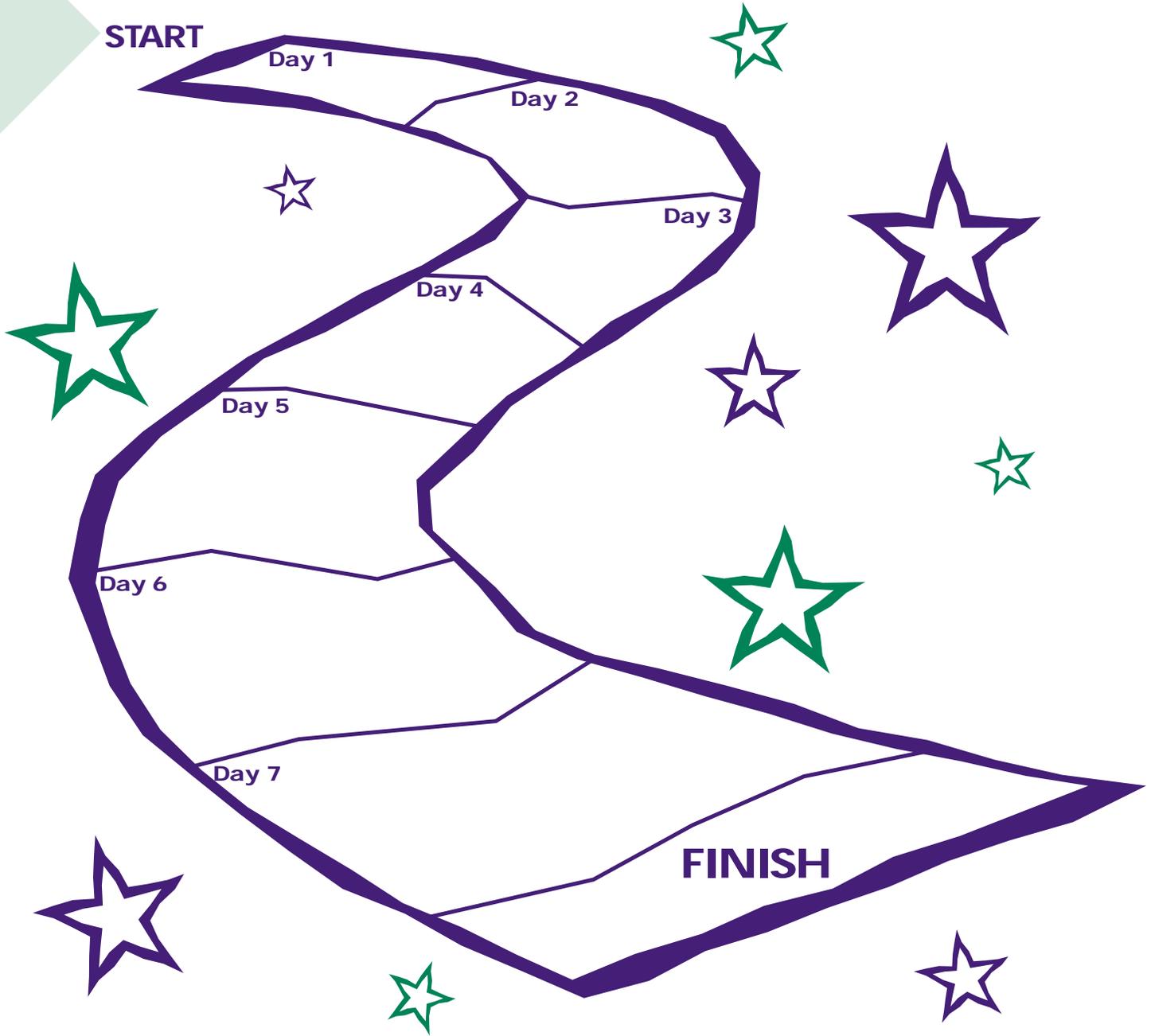
COMMUNITY LINK: Participate in “Walkin’ the Walk” activity (see “Community Activities”).

Name: \_\_\_\_\_

## ON THE ROAD TO A SUPER ME

Physical Activity Goal for the Week ☆ \_\_\_\_\_

Healthy Eating Goal for the Week ✓ \_\_\_\_\_



# Congratulations!

# Pyramid Relay

Run, hop, skip, and jump to fill the Food Guide Pyramid! In this action game, review the Pyramid and learn how to categorize foods into food groups.

## Materials Needed:

### Supplied by You

- 14 grocery bags
- Clear contact paper
- Markers or crayons

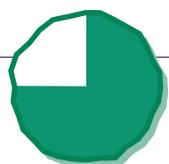


### From the Kit

- Food Guide Pyramid poster
- “The Food Guide Pyramid... Beyond the Basic 4” brochure
- Food pictures

## Time Needed:

30 – 45 minutes



## OBJECTIVES:

- ◆ To use the Food Guide Pyramid to plan food choices for a healthy diet.
- ◆ To enhance awareness of different foods in each of the food groups.

## KEY CONCEPTS:

- ◆ The Food Guide Pyramid is a tool to help plan a healthy diet.
- ◆ Use the Food Guide Pyramid to sort foods into food groups.

## PREPARATION NEEDED:

- ◆ Photocopy complete sets of the food pictures provided in this activity and the “Sandwich Sense-ations” activity (total of 45 pictures). You’ll need a complete set for each relay team.
- ◆ You may want to color the food pictures provided in this kit to make them look more realistic.
- ◆ Cut out the food pictures and make them sturdy and durable by glueing them to cardboard, or cover back and front of picture with clear contact paper.
- ◆ Collect 14 large, brown paper grocery bags.
- ◆ Write the Food Guide Pyramid food group names on 12 grocery bags.
- ◆ Make two sets of 6 bags, each bag in a set should be labeled with one food group.
- ◆ Make photocopies of the family activity sheets “Pyramid Place Restaurant” and “Grain, Fruit, and Veggie Challenge,” if you plan to use them as “link” activities.

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### InfoNotes:

- Some foods are a combination of more than one food group, e.g., macaroni and cheese contains ingredients from two major food groups: Grain Group and Milk Group. For the purpose of this game, have the youth place pictures of combination foods in a food group bag of one of the major ingredients and later discuss the concept of combination foods.
  - Some foods are harder to place into food groups than others. For example, some people might want to put sweet foods such as cookies, doughnuts, and cakes in the tip of the Pyramid, but they belong in the Grain Group because they are made from grains. Potato chips belong in the Vegetable Group because they are made from potato. Foods such as the ones just mentioned are higher in fat and sugars so the extra calories provided by the fat and sugar must be not be forgotten when planning food choices for a healthy diet— all foods fit but in moderation.
- 

### BACKGROUND:

The Food Guide Pyramid illustrates the research-based guide to daily food choices developed by the USDA. The Pyramid is an outline of what to eat each day. It's not a rigid prescription, but a general guide that lets you choose a healthful diet that's right for you.

The Food Guide Pyramid emphasizes foods from the five major food groups. At the base of the Pyramid are foods from grains. The second level includes two more groups of foods that come from plants—vegetables and fruits. The third level of the Food Guide Pyramid has two groups of foods that come mostly from animals. Each of these food groups provides some, but not all, of the nutrients you need. Foods in one group can't replace those in another. No one food group is more important than another—for good health you need them all.

The small tip of the Pyramid shows fats, oils, and sweets. These are foods such as salad dressings and oils, cream, butter, margarine, soft drinks, candies, gelatins, jams and jellies. These foods provide calories, but few or no vitamins and minerals.

The Food Guide Pyramid is a tool to help put the Dietary Guidelines for Americans into action. The Pyramid calls for eating a variety of foods to get the nutrients you need and at the same time the right amount of calories to maintain or improve your weight. The Pyramid focuses on fat because most Americans' diets are too high in fat including saturated fat and cholesterol. For additional background information on the Food Guide Pyramid read "The Food Guide Pyramid...Beyond the Basic 4" included in this kit.

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### InfoNote:

- Abbreviated Food Guide Pyramid food group names:  
 Grain Group;  
 Vegetable Group;  
 Fruit Group;  
 Milk Group, and  
 Meat Group
-

## PYRAMID RELAY ACTIVITY

### Setup

1. Display the Food Guide Pyramid poster.
2. Stand the 12 labeled grocery bags at the front of classroom on the floor in two sets of 6 bags leaving several feet between the two sets of bags.
3. Place the two extra grocery bags (“picture bags”) at the starting points for the two lines. Into each of these bags put a set of food pictures.

### Introduction—Reviewing the Food Guide Pyramid

1. Use information from the Background Section to briefly review the Pyramid and the concept of variety. Suggested discussion questions:

*Where have you seen the Food Guide Pyramid picture before?*

*What are the names of the food groups?* Mention here that shortened names may be used for the Bread, Cereal, Rice, and Pasta Group (Grain Group), the Milk, Yogurt, and Cheese Group (Milk Group), and the Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts Group (Meat Group).

Have a few volunteers name favorite foods that are in the Grain Group; the Vegetable Group; the Fruit Group; the Milk Group; and the Meat Group.

### Directions:

When the group leader says, “Go,” the first person in line takes a food picture from the “picture bag.” He/she decides what the food is and what food group it is in.

Then he/she runs to the front of the room and puts the picture in the proper bag.

Then he/she runs back to the line and tags the next person in line who then continues the relay.

This is repeated until everyone has at least one chance to run the relay. You may want to demonstrate the relay run to make sure everyone understands what to do.

### RELAY ACTIVITY:

#### Introduction

1. Explain to the youth that they will be playing a relay game to help them learn where foods fit into the Food Guide Pyramid. Point out the labeled food bags in the front of the class.
2. Explain how the game is played.
3. Have the youth count off by saying apple, orange, apple, orange, etc., until all have been counted, then have apples and oranges form two separate lines at the back of the room.
4. Tell the youth it is okay to help each other identify the food that goes into each bag. Ask if everyone is ready. The group leader says “Go” and the game begins. To add some variety, vary the relay—have the youth walk backwards, hop on one foot, skip, etc.

- When both lines have finished, take the food pictures out of one food group bag at a time. Display the pictures so the group can see them, and have the youth tell whether or not the foods have been placed in the correct group.

Suggested discussion questions:

*If a food is incorrectly placed, which food group of the Food Guide Pyramid does that food belong in?*

*Did any foods give you trouble deciding the food group where it belonged? Why?*

*Were any food pictures made up of foods from more than one food group (combination foods)?*

*Which food groups did you put them in? Why?*

*How do you think you will use the Food Guide Pyramid to help you choose foods for a healthy diet?*

**CLOSURE:**

Suggested discussion questions:

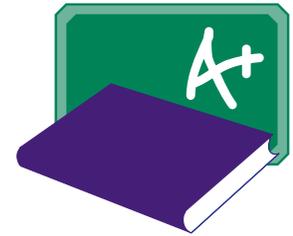
*What new foods were you introduced to?*

*Which of the new foods might you try at home?*



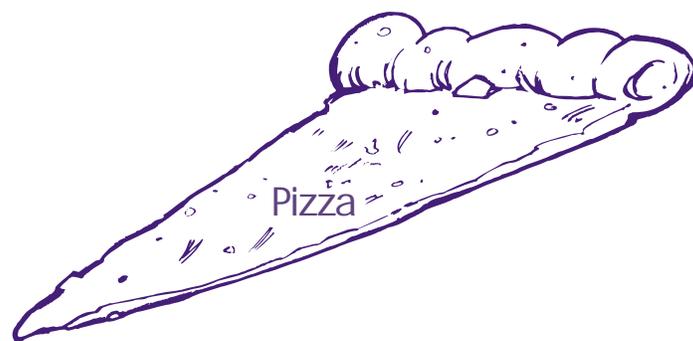
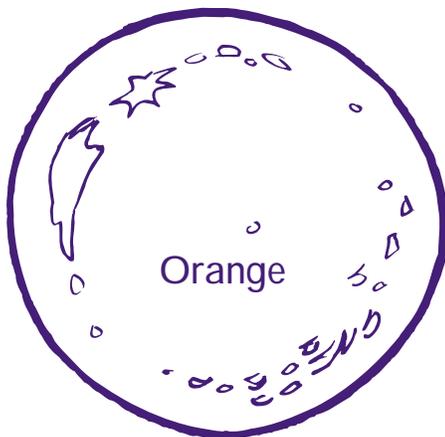
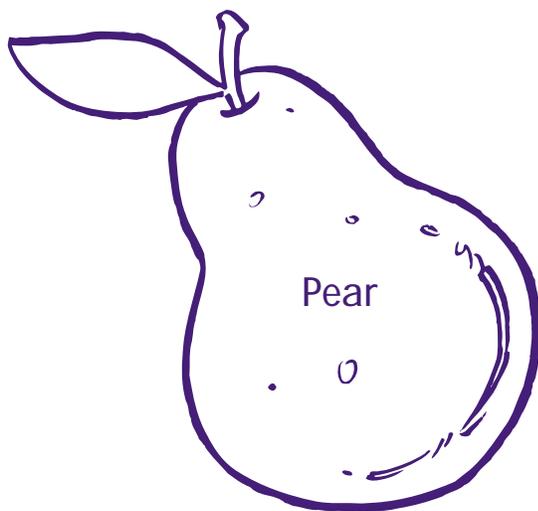
**HOME LINK:** Supply copies of the “Grain, Fruit, and Veggie Challenge” to do with family members. See “Family Activity” handout sheets.

**SCHOOL LINK:** Get the lunch menus from the school and put the foods into the food groups to which they belong.



**COMMUNITY LINK:** Participate in “Pyramid Place Restaurant.” See “Family Activity” handout sheet.





# Pyramid Tracking

Track what you eat and compare it to the Food Guide Pyramid!!



## Materials Needed:

### Supplied by You

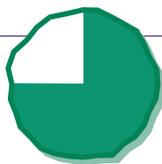
- Pencils, pens, markers, or crayons

### From the Kit

- “Food Diary” handout
- “Pyramid Tracking” handout
- Food Guide Pyramid poster
- Leaflet 572

## Time Needed:

45 minutes



## Preparation Needed:

- Photocopy enough copies of the “Food Diary,” “Pyramid Tracking,” and Leaflet 572 for your group.



## OBJECTIVES:

- ◆ To identify the food groups of the Food Guide Pyramid and the number of servings recommended.
- ◆ To compare the number of servings eaten from each of the food groups to the Food Guide Pyramid recommendations.

## KEY CONCEPTS:

- ◆ The Food Guide Pyramid is a tool to help plan a healthy diet.
- ◆ Eating many different foods, or a variety of foods, helps build strong and healthy bodies.

## BACKGROUND:

- ◆ See “Pyramid Relay” activity for basic information on the Food Guide Pyramid and read the “Beyond the Basic 4...” brochure in this kit. Refer also to Leaflet 572 for background information on serving sizes and number of servings. This leaflet may be photocopied and distributed to the class.
- ◆ Foods are shown in groups, which are kind of like families.
- ◆ There is a range of servings for each food group, because the number of servings people need depends on how many calories they need, which depends on their age, sex, size, and activity level. However, everyone should have at least the lowest number of servings in each range. Children who need more calories should add more foods from the bottom of the Pyramid—from the Grain Group, the Fruit Group and the Vegetable Group.

The Food Guide Pyramid recommends:

- 6 – 11 servings** from the Bread, Cereal, Rice, & Pasta Group
- 3 – 5 servings** from the Vegetable Group
- 2 – 4 servings** from the Fruit Group
- 2 – 3 servings** from the Milk, Yogurt, & Cheese Group
- 2 – 3 servings** from the Meat, Poultry, Fish, Dry Beans, Eggs & Nuts Group

**Use sparingly** for the tip of the Pyramid—the Fats, Oils and Sweets

A typical “helping” or “portion” may actually be more than one serving. For example, for the Grain Group, a serving is 1 slice of bread or  $\frac{1}{2}$  cup of noodles or rice — a sandwich or 1 cup of noodles or rice would count as 2 servings. Other examples: half of a burger bun, bagel or English muffin is 1 serving. A whole hamburger bun, bagel or English muffin counts as 2 servings. Some food items can be difficult to classify. For example, grouping of corn products depends on the form in which they are used: fresh, frozen or canned corn is counted as a vegetable — while popcorn and cornmeal products such as tortillas are counted as grain products. Snack and dessert items such as cakes, cookies, ice cream, french fried potatoes, and potato chips count with the food group of their major ingredient, e.g., Grain, Milk, or Vegetable Group. Foods that are mostly fat or added sugars, such as butter, cream cheese, and jams or jellies, are grouped with Fats, Oils and Sweets rather than with dairy products or fruit.

Many foods eaten are mixtures of foods from several food groups — pizza, beef stew, and macaroni and cheese, for example. Even items such as rice pudding or fruit cobblers are foods that can count as partial servings of more than one food group. Rice pudding counts in the Grain Group and the Milk Group, and fruit cobbler counts in the Grain Group and Fruit Group. If you want to expand the activity beyond individual foods, you may want to provide your own pictures of combination foods. For the purpose of this activity, have the youth try to place a combination food in all of the food groups it belongs in.

## PYRAMID TRACKING ACTIVITY

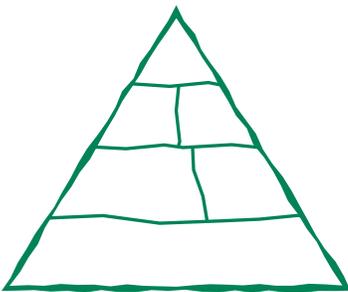
### Introduction

1. Using the Food Guide Pyramid poster, review each food group. Introduce the abbreviated names for the food groups (Grain, Vegetable, Fruit, Milk, and Meat Groups).

Ask: *What foods do you like to eat?*  
*What food group is it in?*

Be sure to talk about combination or mixed foods and serving sizes. See Background Section in this lesson.

2. Hand out the “Food Diary” sheet and Leaflet 572. Instruct the youth to fill in what they ate yesterday, and write in what food group or groups the food is in. Have the youth work in teams to put the foods into food groups. Be available to help answer any questions that might come up.



3. Hand out the “Pyramid Tracking” sheet to everyone. Give a crayon or marker to each youth. You may want to give each youth a different color crayon or marker for each food group to make this a more colorful activity. They can share crayons or markers.
4. Instruct the youth to look at their “Food Diary” and color in a food group section for each serving eaten from each food group. For example, if a youth ate an apple, he would color in one section of the Fruit Group part of the “Pyramid Tracking” sheet. Do this for all foods on the diary sheet.
5. After they have finished, have the youth compare their “Tracking” sheets to the suggested number of servings recommended by the Food Guide Pyramid.

### Discussion

Suggested discussion questions:

*Did you think you ate more or less from the food groups?*

*Did you eat at least one food in each food group?*

*What food groups do you need to eat more servings from?*

*Why do you think you don't have enough servings from those food groups?*

*How could you eat more servings of food groups you were low in?*

### CLOSURE:

Have the youth state their plan to insure they get enough servings from each of the food groups.

**HOME LINK:** Supply copies of the “Food Diary” and “Tracking” activity sheets for family members. Have youth explain the activity and work as a family to follow the Food Guide Pyramid recommendations.

**SCHOOL LINK:** Ask the school food service staff to display the school lunch menu using the Pyramid food groups each day for a week.

**COMMUNITY LINK:** Challenge scout troop, baseball or soccer team, etc., to track the Pyramid.



Name: \_\_\_\_\_

## FOOD DIARY

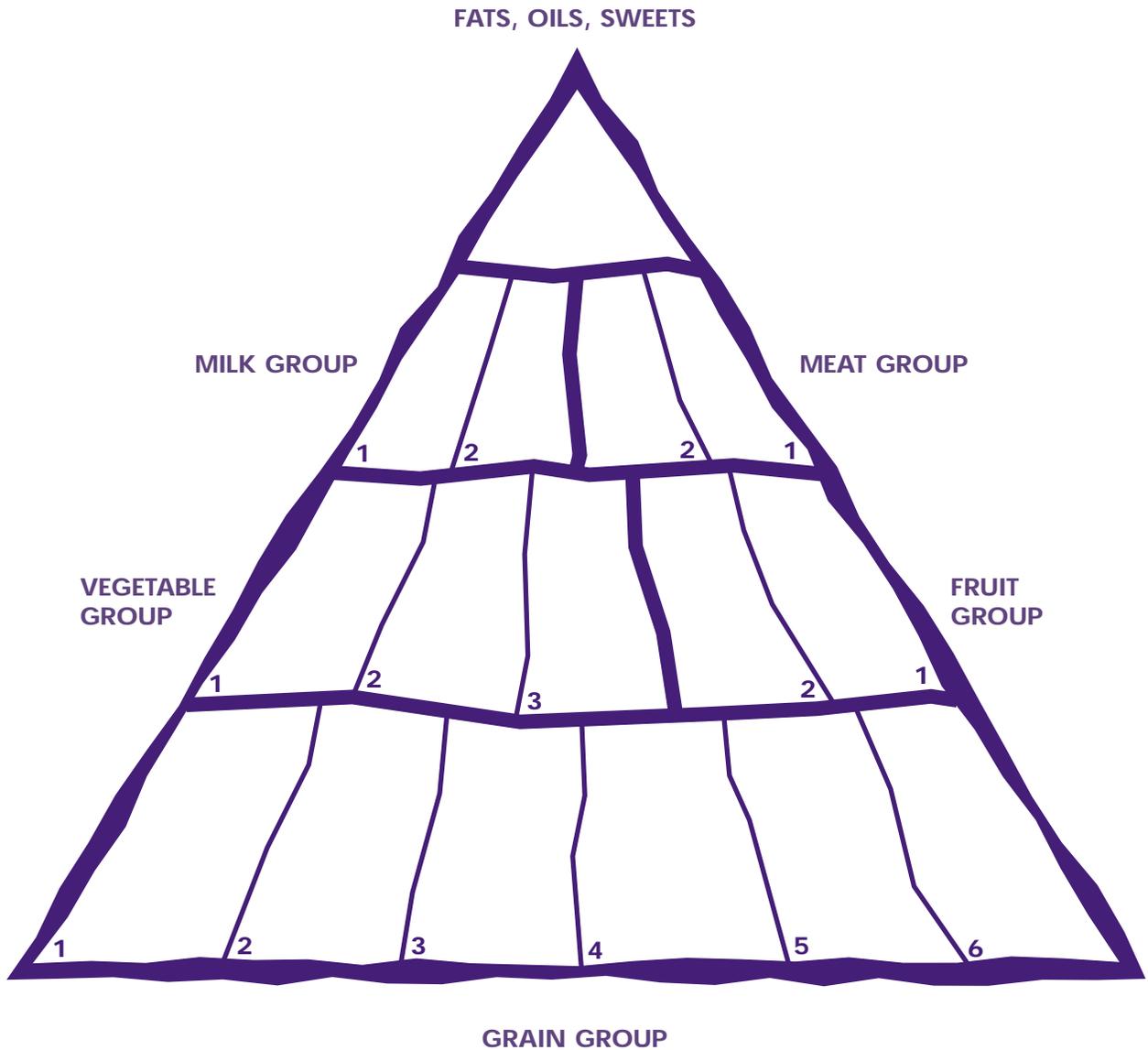
Fill in below the foods you ate yesterday (breakfast, lunch, dinner and snacks—including what you drank) and the food group where it belongs. Then, turn the page over and color in the Pyramid.

Food \_\_\_\_\_ Food Group \_\_\_\_\_

Name: \_\_\_\_\_

## PYRAMID TRACKING

Color in the sections of the Pyramid below to show each serving you ate yesterday from the food groups.



**Did you fill in your Pyramid?**

Feel like a winner every day — choose foods from each of the five major food groups of the Food Guide Pyramid!

# Media Blitz

Students learn popular advertising techniques and combine their creative talents to develop advertisements to expand the variety of foods eaten.

---

## Materials Needed:

### Supplied by You

- Ads from magazines, newspapers, television
- Newsprint or large blank paper
- Markers or crayons
- Tape

### From the Kit

- Food Guide Pyramid poster
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## Time Needed:

45 minutes

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## OBJECTIVES:

- ◆ To identify advertising techniques that are used to sell foods and learn what techniques work when making food choices.
- ◆ To use advertising techniques to develop advertisements that expand the variety of foods in the diet.

## KEY CONCEPT:

- ◆ Advertisements can influence food choices.

## PREPARATION NEEDED:

- ◆ **Advance Planning:** collect samples of advertisements that are examples of the advertising techniques discussed in the Background Section of this lesson.
- ◆ Print the advertising techniques listed below, on a large sheet of paper or newsprint. Use large print.

## BACKGROUND:

Advertisements (“ads” is the shortened form) can influence whether or not people choose to buy certain clothing, appliances, cars and even food. There are several advertising techniques that are used to influence peoples’ buying behavior and to “sell” products. Advertising techniques (7) are used to design ads to appeal to people in the following ways:

- ◆ Appeal to health and happiness (it makes you healthier and happier).
- ◆ Appeal to your senses (it tastes good, looks good, smells good, or feels good).
- ◆ Appeal to your pocketbook (it saves you money).
- ◆ Bandwagon (everybody loves it and wants it).
- ◆ Testimonial (a famous person says he/she likes it).
- ◆ Comparison (it is the better choice).

See “Pyramid Relay” Background Section and the brochure “... Beyond the Basic 4” for detailed information about the Food Guide Pyramid.

## MEDIA BLITZ ACTIVITY

### Setup and introduction

1. Introduction: There are lots of reasons we eat the foods we do. One of the reasons could be that we saw something advertised on TV, in a magazine or newspaper, or heard about a food on the radio.
2. The group leader distributes the advertisements which illustrate different advertising techniques. Explain to the youth that one purpose of advertising is to get people to buy things. Suggested discussion question:

*Which ads would cause you to buy the product? Why?*

### CREATE AN AD

1. Display the Food Guide Pyramid and the list of advertising techniques as visual aids.
2. Read aloud the advertising techniques from the list. Suggested discussion questions:

*What are some of the advertising techniques used in the ads that were distributed earlier?*

*Have any of you ever bought or asked your parent to buy a food because you saw or heard it advertised?*

*Which advertising techniques appeal to you?*

### Ad Creating Activity

1. Explain to the group that they will be creating advertisements to get people to expand the variety of foods they eat as well as to make food choices for a healthy diet. One or more of the advertising techniques listed on the large paper may be used. The youth may draw an ad for a newspaper or magazine, or write a script for the radio, or draw and write a script for TV.
2. Divide the youth into small groups of 3–5, so there is at least one group representing each of the five major food groups of the Food Guide Pyramid. Give each group several large sheets of paper or newsprint and crayons or markers.
3. Each group should decide on a food to advertise from the food group they are representing or they can advertise their entire food group rather than just one food item. Encourage the youth to be as creative as they can be!

4. Once each group has identified the food they will advertise, have each group discuss and answer the following questions:

*Who do we want to eat our food product? Who is our audience?* (kids, adults, etc.).

*What kind of ad will we create?* (radio, TV, newspaper or magazine).

*What advertising techniques will we use to sell our food?*

*What could we use to help sell your food?* (catchy song, slogan, character, etc.).

5. When the groups have created their ads, have each group present its ad. Suggested discussion questions after each group presents:

*What ad techniques were used to “sell” the food?*

*Would the ad cause you to buy or choose this food?*

*Why or why not?*

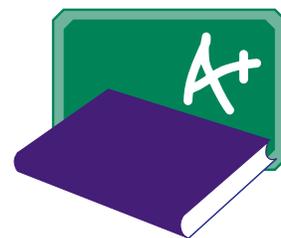
#### **CLOSURE:**

Think about what you learned today about advertising and how it can help you make better decisions about choosing food. Write down the names of new foods you would like to eat in the next week because of the ads you saw today. Ask your parent to include some of them in family meals.



**HOME LINK:** Check out the food packages at home. Are any of the advertising techniques discussed in class used on the food packages? Come prepared to report at the next meeting.

**SCHOOL LINK:** Create ads for school lunch using advertising techniques from the lesson.



**COMMUNITY LINK:** Work in partnership with local newspapers, TV, or radio stations to further develop their “ads” so they may be used by these media to promote the Food Guide Pyramid.

# Food Label Scavenger Hunt

Watch as fitting the pieces of a puzzle together lead to Nutrition Facts Label fun and a scavenger hunt!

## Materials Needed:

### Supplied by You

- Envelopes, one per youth
- Scissors
- Food packages, if not going to the supermarket
- Blank paper
- Transparent tape
- Pencils

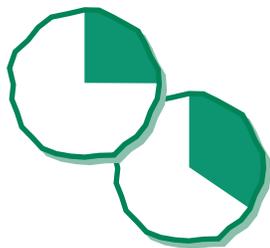


### From the Kit

- “Nutrition Facts Label” puzzle
- “The Hunt” handout
- “Check It Out!” brochure

## Time Needed:

15 minutes for puzzle activity;  
20 minutes for scavenger hunt



## InfoNote:

This lesson is written for a field trip to a grocery store but there is an optional version if a field trip is not possible.

## OBJECTIVES:

- ◆ To use the Nutrition Facts Label to help make food choices for a healthy diet.
- ◆ To use the Nutrition Facts Label to select foods lower in fat.

## KEY CONCEPT:

- ◆ The Nutrition Facts Label is a tool to help choose food for a healthy diet.

## PREPARATION NEEDED:

- ◆ Make puzzles: Photocopy the sample Nutrition Facts Label in this lesson so there is one for everyone. Cut each into puzzle pieces. Put pieces for one label into an envelope, repeat until you have made puzzle envelopes for everyone.
- ◆ Photocopy “The Hunt” for everyone.
- ◆ Depending on whether the scavenger hunt is done in a supermarket or in the classroom do the following:
  - ◆ Contact grocery store manager ahead of time to plan for your group’s trip to the store, OR
  - ◆ Collect a wide assortment of food packages showing the Nutrition Facts Labels.

## BACKGROUND:

The food label was redone in the early 1990’s and has been required on food packages since 1994. The result is a label that is up-to-date with today’s health concerns, and a label that you can understand and count on to help plan meals and snacks. The side or back of the food package will feature the Nutrition Facts Label, which contains the nutrition information for the product. This information can help you see how foods you choose contribute to the nutrients and calories you need each day for a healthy diet. Fresh fruits and vegetables, raw meat and

poultry, and raw fish and seafood are not required to have this information on their packages. However, many large grocery stores have nutrition information for these foods at the store section where the foods are located.

This lesson does not cover every part of the Nutrition Facts Label. For additional information about the food label, read the “Check It Out!” brochure supplied in this kit.

Here are the parts of the Nutrition Facts panel discussed in this lesson:

**Nutrition Facts** — this is the title of the nutrition panel found on all food labels.

**Serving size** — serving of food based on amounts people usually eat.

**Servings per container**—number of servings found in the package.

**Nutrition panel** — tells how much fat, saturated fat, cholesterol, fiber, and certain nutrients are contained in each serving. The ones discussed in this lesson are:

**Total Fat** — some fat is necessary in the diet but most Americans eat too much.

**Dietary Fiber** —most Americans eat too little; fiber helps keep digestive tract healthy.

**Vitamin A** —found in fruits and vegetables, most people need to eat more fruits and vegetables.

**Vitamin C** —found in fruits and vegetables, most people need to eat more fruits and vegetables.

**Calcium** — needed for strong bones and teeth, most women and children need to eat more foods rich in this nutrient.

**Iron** — needed for healthy blood, most women and children need to eat more foods rich in this nutrient.

**%Daily Value (%DV)** — shows how a food fits into the overall daily diet. Higher percentages mean greater amounts of nutrients.

Nutrition information about some of the label parts:

**Total Fat** — supplies energy and essential fatty acids and helps in absorption of vitamins A, D, E, and K.

**Dietary Fiber** — helps keep the digestive tract healthy and is found in whole-grains, and in fruits and vegetables.

**Vitamin A** —helps form and maintain healthy hair and skin, is necessary for proper development of bones and teeth, and



The Nutrition Facts Label makes it easier for people to know what is in the food they eat. Using this information will make choosing foods for a healthy diet easier.

helps us see in dim light. Vitamin A is found in dark green leafy vegetables and deep yellow fruits or vegetables such as carrot, tomato, and cantaloup.

**Vitamin C**—helps maintain healthy gums and teeth and bones, and helps in the absorption of iron. Vitamin C is found in fruits and vegetables such as citrus fruits (orange and grapefruit), strawberries, melons, cauliflower, cabbage, tomato, potato, and broccoli.

**Calcium**—builds and maintains teeth and bones and helps muscles to work and blood to clot. Calcium is found in dairy products, dark green leafy vegetables, tofu made with calcium, and fish with edible bones such as sardines or canned salmon.

**Iron**—important in blood to move oxygen to all body cells. Iron is found in foods such as whole-grain and enriched breads, cereals, and other grain products, dry beans and peas, meat, poultry, and fish.

#### PUZZLE ACTIVITY

*It is important to do this activity before playing the Scavenger Hunt game, whether or not the youth in the group know about the Nutrition Facts Label. The youth will become familiar with the layout of the Nutrition Facts Label by putting the puzzle together.*

#### Setup and introduction

1. Give each youth an envelope containing the pieces of the Nutrition Facts Label puzzle. Distribute a roll of tape to each small group.
2. Explain that each has received an envelope that they are to open and piece together what is inside.
3. Check that all have completed their puzzles correctly and have them tape the pieces together.
4. Display the Nutrition Facts Label inside the “Check It Out!” brochure, and start the discussion about the food label with the following questions:

*What is the puzzle a picture of?*

*Where have you seen this picture before?*

*Do you know how people use this picture?*

5. Point out and discuss the major parts of the label. Refer to the Background Section in this lesson.

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**Directions:**

Once the “starting clues” are read, the groups are to walk through the store looking for answers to a list of questions; the youth must read Nutrition Facts Labels for the answers; and the youth must answer the questions in the order they are listed on the sheet.

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**InfoNote:**

Use empty food packages for perishable foods such as milk and frozen vegetables.

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**SCAVENGER HUNT ACTIVITY****Setup and discussion** (supermarket scavenger hunt)

1. The group leader arranges for adult volunteers to help with the activity and also arranges to get youth to the supermarket.
2. Once at the store, the group leader introduces the group to the store manager, and then gives the game instructions. The group leader should ask if there are any questions about the game. Everyone agrees to meet back at a designated spot in 20 minutes.
3. The group leader then divides the youth into 4 small groups of 3–5 and distributes “The Hunt” sheets and pencils to everyone.
4. The group leader reads the starting “clue” for the first small group, and they start on the hunt accompanied by an adult volunteer. The group leader reminds them to answer the questions in order. The group leader then reads the “clue” for the second small group and they start the game, and so on until all have started the game.
5. The group leader walks around the store to be available for questions and to see that all is going smoothly. The group leader may record answers to questions 4 through 7 at this time.
6. The group meets at a designated place and is transported back to the original location.

**CLASSROOM SCAVENGER HUNT****Setup and discussion**

1. The group leader places the “Bread” section (question 1) in the first spot, and the other food sections are then set up clockwise around the room from the “Bread” section.
2. The group leader gives the game instructions. Once the “starting clues” are read, the groups are to look for answers to a list of questions; the youth must read Nutrition Facts Labels for the answers; and the youth must answer the questions in the order they are listed on the sheet. The group leader should ask if there are any questions about the game. The group leader should point out that the groups should move clockwise around the room to get to the different “food sections.”

### SCAVENGER HUNT CLUES:

The group leader is to read these clues to start the small groups off in different sections of the store, and they will work their way in order down the list of questions until all are answered and then return to a designated meeting place.

#### First group:

Start your label reading hunt in the section of the store where you'll find a food that starts as a seed grain, is made into flour, added to other ingredients, and smells wonderful as it bakes... what is it? (Bread section)

#### Second group:

"I bet you can't eat just one" is a slogan for what kind of food? Go to that section to begin your scavenger hunt. (Chip section)

#### Third group:

You are to begin in the section of the store where you will find the food products advertised the most on Saturday morning TV. (Cereal section)

#### Fourth group:

You will begin your game in the section where the temperature is low, and the amount of calcium is high! (Milk section)

3. The group leader then divides the youth into small groups of 3–5 and distributes "The Hunt" sheets and pencils to everyone.
4. The group leader asks the youth to listen for their starting Clues: Group 1... ; Group 2... ; Group 3... ; and Group 4... The group leader reminds them to answer their questions in order and gives the "Go" to start the game.
5. Have each group go to their starting points and then move clockwise through the stations until all questions are answered.

### CLOSURE:

Go over "The Hunt" answers with the group. Suggested discussion questions:

*Who in your family uses information on a food label to compare and choose food in a grocery store?*

*How will you use this information to choose food the next time you are buying food at the store?*

## THE HUNT

Go to each section of the grocery store listed in **bold letters** and answer the scavenger hunt questions by reading the food labels on the packages.

### 1. Bread Section of the Grocery Store

Choose a bread. Write in the kind of bread you chose. \_\_\_\_\_

What is one serving of your bread? \_\_\_\_\_

What is the %DV for total fat in a serving of your bread? \_\_\_\_\_

### 2. Snack (Chip) Section of the Grocery Store

Maria is sent to the store for a snack for her grandmother and wants to buy the snack which is lower in total fat—thin pretzels or barbecue potato chips.

Which should Maria choose? \_\_\_\_\_

What is the %DV for total fat in a serving of thin pretzels? \_\_\_\_\_

What is the %DV for total fat in a serving of barbecue potato chips? \_\_\_\_\_

### 3. Cereal Section of the Grocery Store

Tony has learned in school that dietary fiber is important for good health. Which cereal—bran cereal or corn flakes—should Tony choose to get the most fiber per serving? \_\_\_\_\_

What is the %DV for fiber in a serving of bran cereal? \_\_\_\_\_

What is the %DV for fiber in a serving of corn flakes? \_\_\_\_\_

### 4. Canned Juice Section of the Grocery Store

Tanya wants to choose a drink that will give her a good source of vitamin C. Which should she choose—100% orange juice or orange drink? \_\_\_\_\_

What is the %DV for vitamin C in a serving of 100% orange juice? \_\_\_\_\_

What is the %DV for vitamin C in a serving of the orange drink? \_\_\_\_\_

### 5. Frozen Vegetable Section of the Grocery Store

Which has a higher %DV for vitamin C per serving—green beans or broccoli? \_\_\_\_\_

What is a serving of green beans? \_\_\_\_\_

What is a serving of broccoli? \_\_\_\_\_

### 6. Dairy Food Section of the Grocery Store

Which has a lower %DV for total fat—a serving of skim milk or a serving of 2 percent lowfat milk? \_\_\_\_\_

What is the %DV for total fat in a serving of skim milk? \_\_\_\_\_

What is the %DV for total fat in a serving of 2 percent lowfat milk? \_\_\_\_\_

### 7. Canned Vegetable Section of the Grocery Store

Which canned vegetable has a lower %DV for total fat per serving—whole kernel corn or creamed corn? \_\_\_\_\_

What is the %DV for total fat in a serving of canned whole kernel corn? \_\_\_\_\_

What is the %DV for total fat in a serving of canned creamed corn? \_\_\_\_\_



# My Label Scrapbook

The Nutrition Facts Label makes it easier for people to know what is in the food they eat.

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## Materials Needed:

### Supplied by You

- Nutrition Facts Labels
- Construction paper (tan, green, red, white, brown, yellow, and blue)
- Poster board
- Glue
- Markers or crayons
- Hole puncher
- Yarn or ribbon



### From the Kit:

- Food Guide Pyramid poster
  - “Check It Out!” brochure
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## Time Needed:

30–45 minutes



## OBJECTIVE:

- ◆ To use the Nutrition Facts Label and the Food Guide Pyramid to make food choices for a healthy diet.

## KEY CONCEPTS:

- ◆ The Nutrition Facts Label helps us know what nutrients are in foods so we know how foods fit into our daily diet.
- ◆ Eating foods from the five major food groups helps us get the variety of nutrients we need each day.

## PREPARATION NEEDED:

- ◆ **Advance Planning:** Ask youth to collect Nutrition Facts Labels from each food group of the Food Guide Pyramid from foods eaten at home the week or so before the lesson.
- ◆ Collect Nutrition Facts Labels from foods representing all food groups of the Food Guide Pyramid. Photocopy so you have several copies of each label.
- ◆ Make a poster that shows the name of each food group with a sample of colored construction paper beside each name.

## BACKGROUND:

See “Pyramid Tracking” Background Section for information on combination foods. See “Food Label Scavenger Hunt” Background Section for basic food label information. The following is information about %Daily Value section of the Nutrition Facts Label:

The %Daily Value (%DV) shows how much of a nutrient in one serving contributes to your day’s overall diet. For example, if a serving of a food has 45% DV for total fat, that means you have eaten almost half of your daily fat intake. If you choose a food high in fat, balance it by choosing lower fat foods the rest of the day. For most people, the overall goal is to choose a varied diet that adds up to an average of 100% of the Daily Value for total carbohydrate, dietary fiber, vitamins, and minerals each day. The %DV can help you determine quickly and easily if a food product is high or low in a nutrient.

## LABEL SCRAPBOOK ACTIVITY

### Setup and introduction

1. Display the Food Guide Pyramid poster and Nutrition Facts Label example in the “Check It Out!” brochure, for use as a reference.
2. Review the food groups of the Food Guide Pyramid.  
Suggested discussion starter:  
*Ask for a volunteer to name the food groups.*

### Introduction to scrapbook activity

1. Explain that each youth will be making a label scrapbook using labels from food packages. They will identify the food group that the food belongs in, and glue the food labels to the appropriate food group “color coded” construction paper.
2. Display the poster board that shows the name of each food group with a sample of colored construction paper beside each name. The group can use this as a reference for food grouping their food labels.
3. Give each youth at least two pieces of each of the following construction paper:
  - ◆ Tan (for the Bread, Cereal, Rice & Pasta Group)
  - ◆ Green (for the Vegetable Group)
  - ◆ Red (for the Fruit Group)
  - ◆ White (for the Milk, Cheese & Yogurt Group)
  - ◆ Brown (for the Meat, Poultry, Fish, Dry Beans, Eggs & Nuts Group)
  - ◆ Yellow (for the Fats, Oils and Sweets Group)
4. Spread the Nutrition Facts Labels on a table. In an orderly fashion, have the youth go to the table and pick out one food label from each of the food groups.
5. Point out the %Daily Value (%DV) section of the Nutrition Facts Label and explain it. Refer to Background Section of this lesson.
6. Have the youth label each piece of colored construction paper with the appropriate food group name.
7. When everyone is ready, have the class hold up the labels they plan to put in the Grain Group, and one-by-one say the name of the food out loud. Repeat this for each food group. If any foods are incorrectly placed, have youth try to place the food in the correct food group.

8. Distribute glue and have the class glue their labels to the construction paper. As the glue dries, give everyone two pieces of blue construction paper and have the class make covers for their scrapbook.
9. Have each youth assemble their pages in order, building from the base of the pyramid to the tip: first = tan, second = green, third = red, fourth = white, fifth = brown, sixth = yellow. Put the cover and back in position. Hole punch along longest side, thread the yarn through the holes and tie together.

### CLOSURE:

Have the youth share their creations with the rest of the group. Suggested discussion questions:

*Which foods in your scrapbook have a low %DV for total fat, and which foods have a higher %DV for total fat?*

*Are the foods you usually choose for snacks high or low in %DV for total fat?*

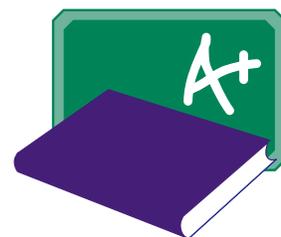
*How will you use the Nutrition Facts information next time you buy food?*

*How would you explain using the Nutrition Facts Label to a parent or friend?*



HOME LINK: Add labels from home to the label scrapbooks.

SCHOOL LINK: Create a bulletin board about food labels.



COMMUNITY LINK: Display the label scrapbooks at a community event such as the “Food and Field Olympics” described in the Community Activities Section of this kit.

# Line 'Em Up!!

While playing a fun “line-up” game, compare the fat content of foods.



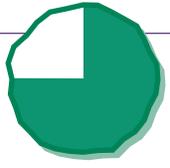
## Materials Needed:

### Supplied by You

- Markers
- Food cards (see Preparation Needed at right)
- Container of shortening (optional)
- Measuring spoon (optional)
- Paper towels (optional)
- 2 or 3 paper plates (optional)

## Time Needed:

45 minutes



## OBJECTIVES:

- ◆ To identify lower fat and higher fat foods found at restaurants.
- ◆ To choose lower fat foods when eating out.

## KEY CONCEPT:

- ◆ Restaurant foods can fit into a healthy diet.

## PREPARATION NEEDED:

- ◆ Make two complete sets of 15 food cards using the list of foods in the Background Section of this lesson. Include only the name of the food item—not the number of fat grams.
- ◆ Print large enough so the names can be seen clearly from far away. The food cards may be made from 30 pieces of plain 8½” by 11” paper or poster board cut into 30, 8½” by 11” pieces.

## BACKGROUND:

How does eating out affect the overall diet? That depends on what is eaten, how much is ordered, and what extras are added to the food ordered such as salad dressing, spreads (margarine, butter and mayonnaise), and condiments (ketchup, pickles). Foods eaten at a restaurant can be part of a healthy diet. Here are some general tips to help make a healthier meal:

- ◆ Choose regular sandwiches instead of doubles, and plain types rather than those with lots of extras, such as cheese, bacon, and “special” sauces.
- ◆ The way food is prepared affects the fat content. Grilled or broiled sandwiches are lower in fat than fried sandwiches.
- ◆ Pizza toppings can add a lot of fat. Choose plain cheese pizza (not extra cheese) or pizza made with vegetable toppings. These kinds of pizza are lower in fat than pizza made with sausage, pepperoni or other meat toppings.

The following information is to be used to make the 15 food cards. Only put the name on the cards, the fat content is only for use by the group leader when the youth line up. The foods are listed in order from lowest fat content to highest.

FOOD	FAT GRAMS
Grilled chicken sandwich	4
Chili con carne, 1 cup	7
Hamburger, regular, plain	9
French fries, small order	10
Roast beef sandwich, plain	11
Pizza, cheese, 2 slices of 12-inch pizza	12
Burrito with beans	12
Cheeseburger, regular, plain	14
Fish fillet sandwich, with cheese and tartar sauce	16
Pizza, pepperoni, 2 slices of 12-inch pizza	17
Chicken nuggets, 6	18
Taco, 2 small	22
Fried chicken, breast and wing	28
Breaded chicken fillet sandwich with mayo	30
Cheeseburger, large, with the “works”	30

## LINE UP ACTIVITY

### Introduction

1. Open a discussion about eating at restaurants. Suggested discussion questions:

*Have you ever eaten at a restaurant?*

*What did you order?*

*Do you ever think about how much fat the food contains?*

2. Explain the activity. The group will learn about the amount of fat in several restaurant foods. They will line up restaurant food cards in order from foods with the lowest amount of fat to foods with the highest amount of fat.
3. Divide the youth into two teams. Give each team member a food card and tell them not to look at it or show the card to anyone.

**Explain the game**

- Each team should work together to line themselves up in the following manner: the youth holding the food card with the lowest amount of fat first, next highest in fat next, and continuing until the last youth in the line should be holding the food card with the highest amount of fat. When they understand the game, they should look at their cards and get in line, lowest fat content to highest.
- After a period of time, have the two teams share their results. Suggested discussion questions:
  - Are the two line-ups the same or different? Why?*
  - How did you make your decisions?*
  - Were there any clues that helped you determine how much fat was in the food?*
- Review the correct order with the youth. The group leader tells the youth the amount of fat in each food item, using the information in the Background Section.

**OPTIONAL ACTIVITY—Measuring the Fat**

Using measuring spoons and a container of shortening, ask for volunteers to measure out the teaspoons of fat in one of the food items from the activity above. The group leader tells the volunteer “measurer” the number of teaspoons to measure out, and the rest of the group guesses which food it is. Have the youth measure the shortening by teaspoon and display it on a paper plate (4 grams of fat equals 1 teaspoon of shortening). Discuss.

**CLOSURE:**

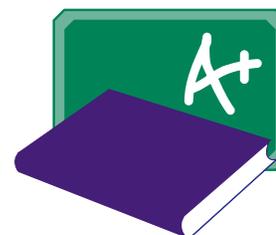
Here are some suggested discussion questions to close out the lesson and activity:

- Were you surprised at the amounts of fat in any of the foods?*
- How will what you learned here today influence your choices next time you are at a restaurant?*
- Can you continue to enjoy your favorite restaurant foods but decrease the amount of fat in your diet?*



HOME LINK: Line 'em up at home ... read the Nutrition Facts Labels on food packages and put them in order from lowest to highest according to total fat per serving.

SCHOOL LINK: Interview school food service staff to find out their tips for preparing tasty school lunches with less fat.



COMMUNITY LINK: Using a paper (take-out) menu from one or more restaurants, circle lower fat choices.



# Rainbow of Flavors

The world is filled with a rainbow of flavors! See how the senses work and how they are key to the enjoyment of foods.



## Materials Needed:

### Supplied by You

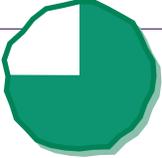
- Paper cups, napkins
- Containers of orange, apple, cranberry, grape, and white grape juice
- Container of water
- Scarves for blindfolds

### From the Kit

- Sense-ational Foods poster
- "Sense Awareness" handout

## Time Needed:

45 minutes



## OBJECTIVE:

- ◆ To use the senses to appreciate a wider variety of foods.

## KEY CONCEPTS:

- ◆ Food appeals to all our senses.
- ◆ Tasting new foods can be a delicious experience.

## PREPARATION NEEDED:

- ◆ Purchase 5 different fruit juices and refrigerate.
- ◆ Photocopy "Sense Awareness — Fruit Juice Test" handout for each member of the group. Label half the sheets A and half B.
- ◆ Label cups #1, #2, and #3. Make enough cups for each participating youth to have a cup labeled #1, #2, and #3.

## BACKGROUND:

Our five senses (sight, hearing, smell, taste, and touch) are at work all day, every day. They help us appreciate the sounds of our neighborhoods, the colors of the sky, and the foods we eat. Food appeals to all our senses. Whether we enjoy a particular food depends on its flavor, its aroma, its appearance, its temperature, and its sound or lack of sound. All these factors come into play as we learn to appreciate the variety of foods available. Each person has his/her own degree of sensitivity where their senses are involved. For example, when tasting foods, some people are able to detect each individual ingredient in a recipe while others detect only the overall blend of flavors. Also, what tastes appealing to one person may or may not be appealing to someone else. This would explain why one person may love a certain food or recipe while another person does not care for it at all.

Using the senses to choose a variety of flavors, textures, smells, and colors of food makes eating fun and enjoyable, and it expands the appreciation for a wider variety of foods.

## RAINBOW OF FLAVORS ACTIVITY

### Setup and introduction

1. Display the Sense-ational Foods poster to be used as a backdrop.
2. Two sets of juices will be used to enable all the participants to do the activity. Juices to be used for the “A” answer sheet are: orange, apple, cranberry. Juices to be used for the “B” answer sheet are: grape, apple, white grape.
3. Explain to the group that they will be using their senses to identify juices. Suggested discussion questions:

*Can anyone name the five senses? (sight, hearing, smell, taste, and touch)*

*Do the senses help us decide if we like or dislike a food? How?*

## SENSE AWARENESS ACTIVITY

Divide the group into partners. Give each pair a scarf as a blindfold, a cup of water, and the Sense Awareness — Fruit Juice Test “A” handout. One partner will be part of Test Group A and test the first set of three juices. The other partner will be part of Test Group B and test the second set of three juices. The water is to be used to clear the taste of the juice from the mouth between samples.

1. The **first test** is done with taste only — without using sight or smell. The group leader fills all cups labeled #1 half full with orange juice. (The youth should not see the juices being poured, so they do not get any hints about what juices they are to identify. Perhaps each container of juice could be placed in separate brown paper bags labeled A-1, A-2, A-3, and B-1, B-2, B-3.) The tasters put on blindfolds while the recorders get the first juice sample. The tasters hold their noses closed, taste a small sip of juice and identify the juice. The recorders write the tasters’ answers on the “A” answer sheets for Test #1, juice #1.

The group leader introduces the second test.

2. The **second test** is done with taste and smell — without using sight. The tasters leave on the blindfolds but do not hold noses closed. Using the #1 cup of juice, the tasters sample a small amount of juice, and the recorders write the tasters’ answers in Test #2, juice #1 section.

### InfoNote:

Before swallowing the juice samples, the youth should let go of their noses.

The group leader introduces the third test.

3. The **third test** is done with smell only. The tasters put on the blindfolds and smell #1 juice and identify it. The recorders write the tasters' answers in Test #3, juice #1.
4. The **fourth test** is done with sight only. The taster only looks at the juice and identifies it. The recorder writes the answers in Test #4, juice #1.
5. The partners switch roles. The group leader distributes cups of water and Sense Awareness Fruit Juice Test B sheets and the youth repeat the four tests using the B #1 juice (grape). While the youth are tasting the first juice, the group leader should pour apple juice into cups #2, and cranberry juice into cups #3 for A tests and apple juice into cups #2 and white grape juice into cups #3 for B tests.
6. As soon as all four B tests are done, the youth switch places and repeat the process for juice #2 and juice #3 for group A and group B.
7. The group leader gives the correct juice names. The youth check how they did. Suggested discussion questions:

*How many were able to identify all three juices when they were blindfolded and held their nose?*

*What made it difficult to identify the juices?*

*Which juices could you identify by smell alone?*

*Which juices could you identify by sight alone?*

### CLOSURE:

Pick five foods out of the food eaten this coming week and record how senses were affected by the foods. For example, if you ate a lemon, you might say it tasted sour, it looked juicy and yellow, and it smelled "lemony." Report findings at the next meeting.

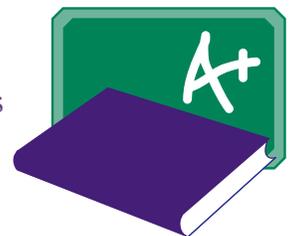


HOME LINK: Try the sense challenge on a family member.



SCHOOL LINK: At a school lunch meal, identify the senses that make the food appealing.

COMMUNITY LINK: Use all the senses when taking part in the community activity, "Passport to the Fabulous World of Food."



Name of tester: \_\_\_\_\_

## SENSE AWARENESS — FRUIT JUICE TEST

### Sense Test #1 (no sight, no smell)

I think juice #1 is \_\_\_\_\_ juice. \_\_\_\_\_  
Name of juice #1

I think juice #2 is \_\_\_\_\_ juice. \_\_\_\_\_  
Name of juice #2

I think juice #3 is \_\_\_\_\_ juice. \_\_\_\_\_  
Name of juice #3

---

### Sense Test #2 (no sight only)

I think juice #1 is \_\_\_\_\_ juice. \_\_\_\_\_  
Name of juice #1

I think juice #2 is \_\_\_\_\_ juice. \_\_\_\_\_  
Name of juice #2

I think juice #3 is \_\_\_\_\_ juice. \_\_\_\_\_  
Name of juice #3

---

### Sense Test #3 (smell only)

I think juice #1 is \_\_\_\_\_ juice. \_\_\_\_\_  
Name of juice #1

I think juice #2 is \_\_\_\_\_ juice. \_\_\_\_\_  
Name of juice #2

I think juice #3 is \_\_\_\_\_ juice. \_\_\_\_\_  
Name of juice #3

---

### Sense Test #4 (sight only)

I think juice #1 is \_\_\_\_\_ juice. \_\_\_\_\_  
Name of juice #1

I think juice #2 is \_\_\_\_\_ juice. \_\_\_\_\_  
Name of juice #2

I think juice #3 is \_\_\_\_\_ juice. \_\_\_\_\_  
Name of juice #3

# Sandwich Sense-ations

Use your creativity, imagination and the Food Guide Pyramid to build a delicious and nutritious “Dagwood Sandwich.”

## Materials Needed:

### Supplied by You

- Crayons or markers
- Paper plates
- Glue

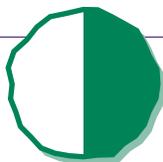
### From the Kit

- Food Guide Pyramid poster
- Sense-ational Foods poster
- Sandwich food pictures
- “Sandwich-Sense Rating Sheet”



## Time Needed:

30 minutes



## Preparation Needed:

- Photocopy pages of sandwich foods, one set per child
- Cut out food pictures



## OBJECTIVES:

- ◆ To use the five senses to appreciate a wider variety of foods.
- ◆ To taste new foods.

## KEY CONCEPT:

- ◆ A wide variety of foods can be used to create an appealing and nutritious sandwich.

## BACKGROUND:

See “Rainbow of Flavors” Background Section.

## DAGWOOD SANDWICH ACTIVITY

### Setup and introduction

1. Display the Food Guide Pyramid and Sense-ational Foods posters as a backdrop.
2. Talk briefly about the five senses and how they help us appreciate food. Then ask the youth to look at the Sense-ational Foods poster and tell you with which of the five senses the descriptive words in the border could be used. For example, sweet and crunchy with taste; hearty and frosty with sight; and crisp with sound.
3. As a review, ask for a volunteer to name the Food Guide Pyramid food groups. Have the youth arrange the food pictures into food groups stacking individual food pictures on a table. The group leader should make sure the foods are arranged correctly.

### Create a “Dagwood”

1. Explain that the youth will be creating sandwiches using pictures of foods. Then they are to take their paper creations home and if possible, sometime during the week make their sandwich using real food. They are to “rate” the creation on its appeal to their five senses and report their findings at the next meeting.

2. Have youth select the pictures of foods they want to use and remind them to try to include at least one food to represent each of the five major Food Guide Pyramid food groups.
3. The youth color the food pictures and arrange them for their sandwiches.
4. Give each youth a paper plate on which to arrange the ingredients of his/her sandwich. Explain that the pictures should be spread out in a fan shape so at least some of each ingredient shows. Glue the pictures to the plate.
5. Suggested discussion questions:
  - Was it easy to find a vegetable you thought would taste good in your sandwich?*
  - Was it easy to find a fruit you thought would taste good in your sandwich? What fruit did you select... did you all select the same one?*
  - Which foods from the tip of the Pyramid did you put in your sandwich?*
6. Each child should take their sandwich creation home and if possible, prepare it just as it is on the plate. They are to “rate” it according to how it appeals to the five senses, using the rating sheet.

**CLOSURE:**

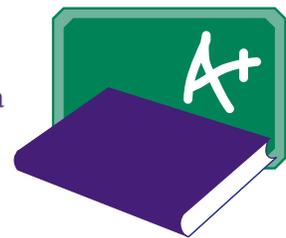
Suggested discussion question:

*How do you think your sandwich will appeal to your five senses?*

**HOME LINK:** Prepare the sandwich and complete the “rating sheet.” Report the results at the next meeting.

**SCHOOL LINK:** Collect the sandwich ideas, put them in a “recipe book,” and share with the school food service staff.

**COMMUNITY LINK:** Contact a local newspaper food editor, and see if he/she is interested in writing an article about making appealing sandwiches using some of the “highly rated” sandwich creations.



Your child created a “paper sandwich” as part of today’s nutrition lesson. Have your child tell you about the lesson, and if possible help your child make the creation using real food. After tasting the sandwich, your child is to use this form to record his/her comments.

## SANDWICH-SENSE RATING SHEET

**SENSE:** How my sandwich appealed to my senses:

Sight \_\_\_\_\_

Smell \_\_\_\_\_

Hearing \_\_\_\_\_

Feel/Touch \_\_\_\_\_

Taste \_\_\_\_\_

Use these “smiley faces” to rate your sandwich.

cut along dotted lines



Your child created a “paper sandwich” as part of today’s nutrition lesson. Have your child tell you about the lesson, and if possible help your child make the creation using real food. After tasting the sandwich, your child is to use this form to record his/her comments.

## SANDWICH-SENSE RATING SHEET

**SENSE:** How my sandwich appealed to my senses:

Sight \_\_\_\_\_

Smell \_\_\_\_\_

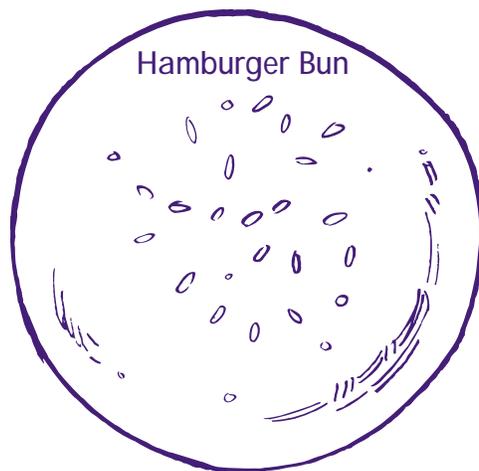
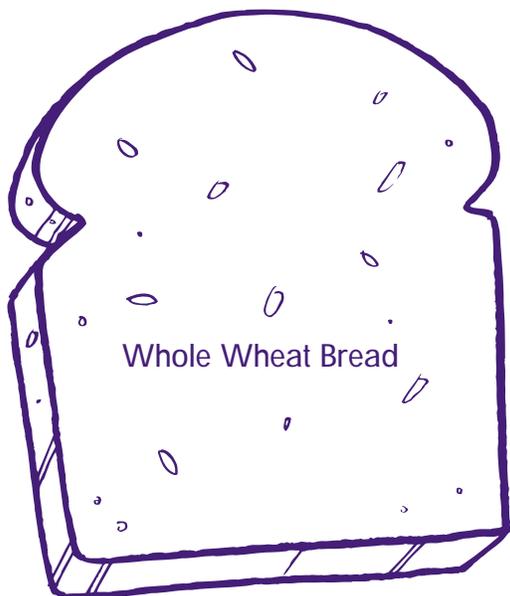
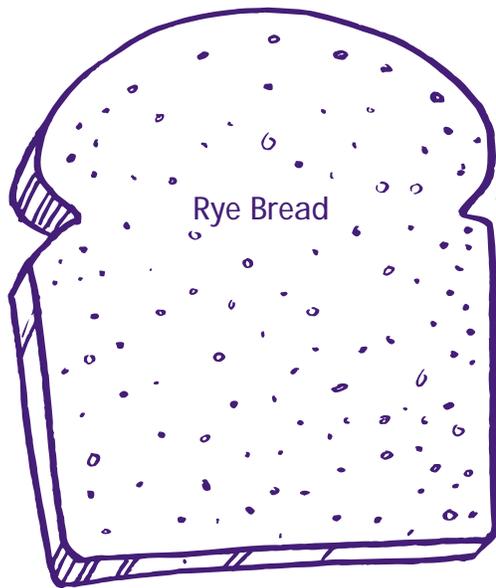
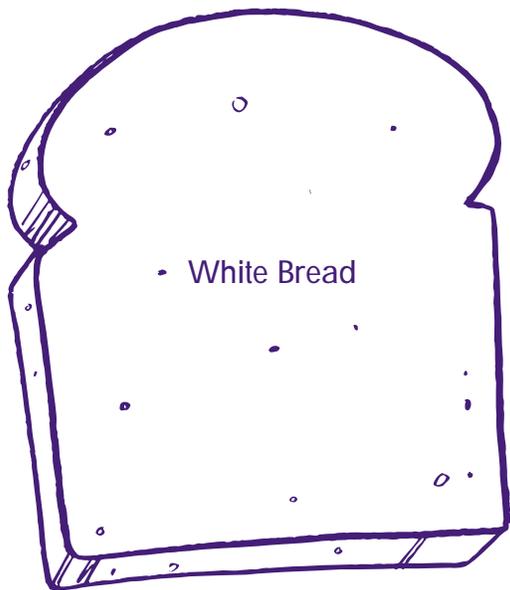
Hearing \_\_\_\_\_

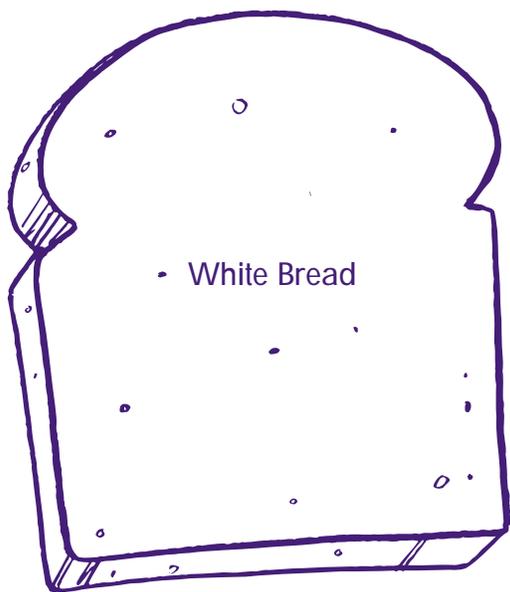
Feel/Touch \_\_\_\_\_

Taste \_\_\_\_\_

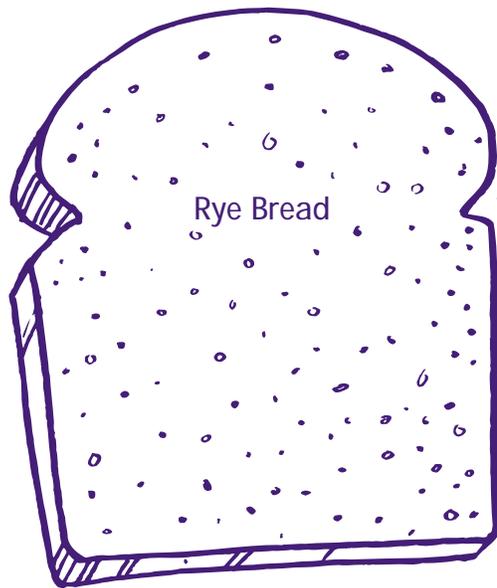
Use these “smiley faces” to rate your sandwich.







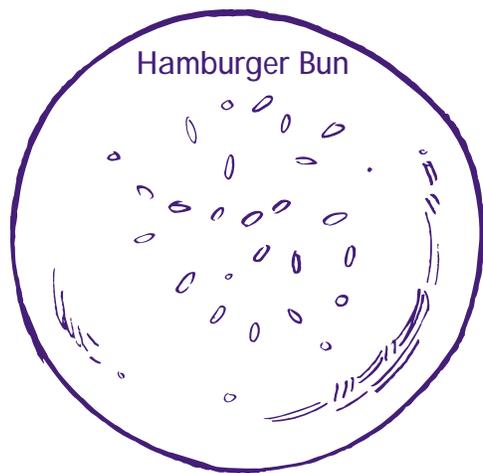
White Bread



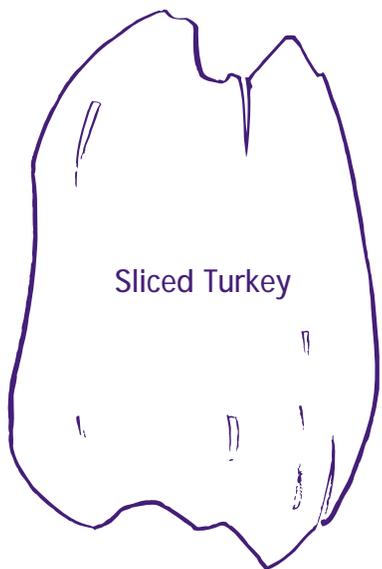
Rye Bread



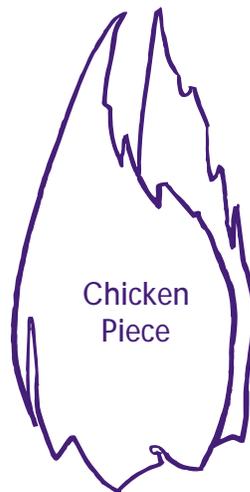
Whole Wheat Bread



Hamburger Bun



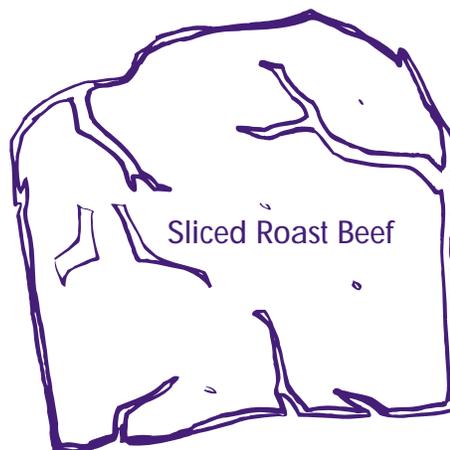
Sliced Turkey



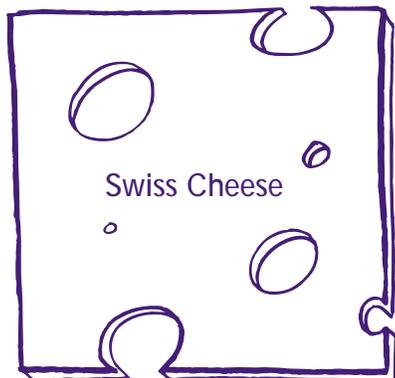
Chicken Piece



Mushrooms



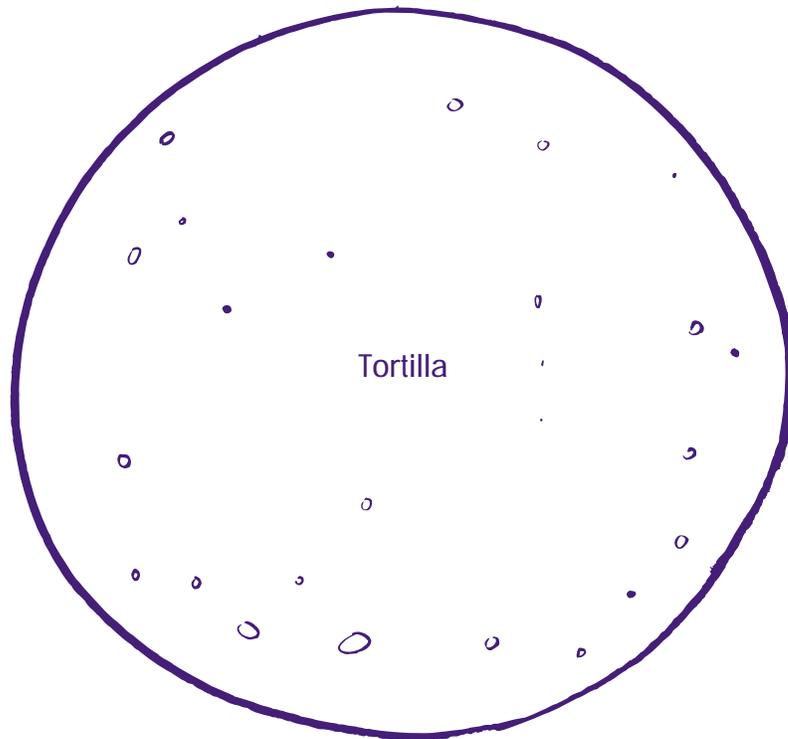
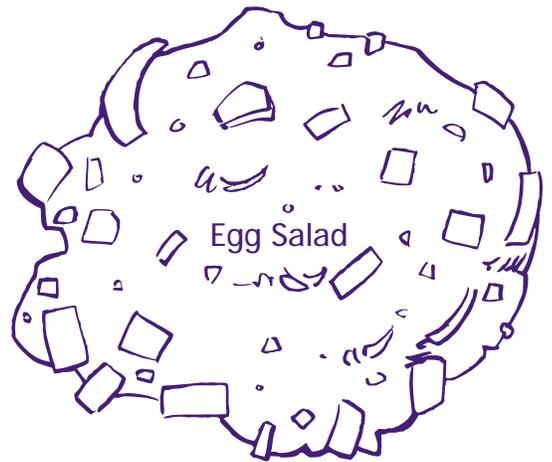
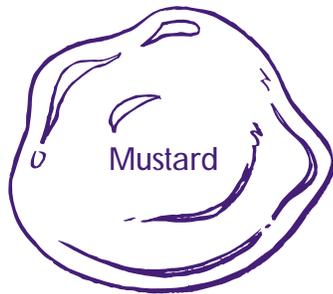
Sliced Roast Beef

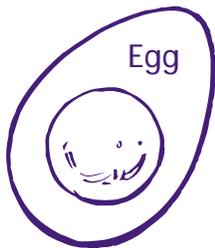
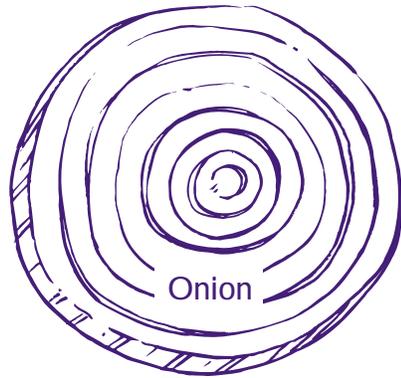
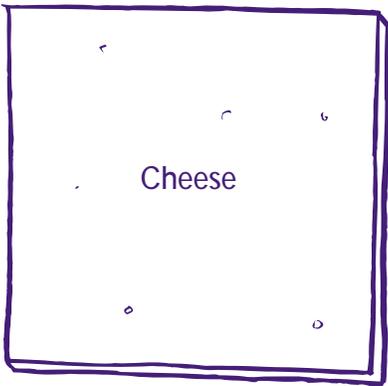
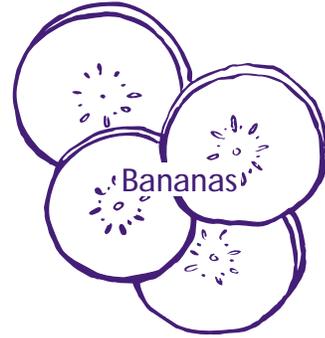
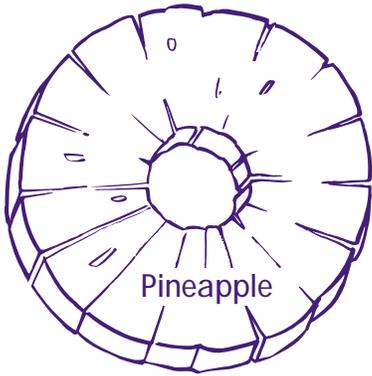


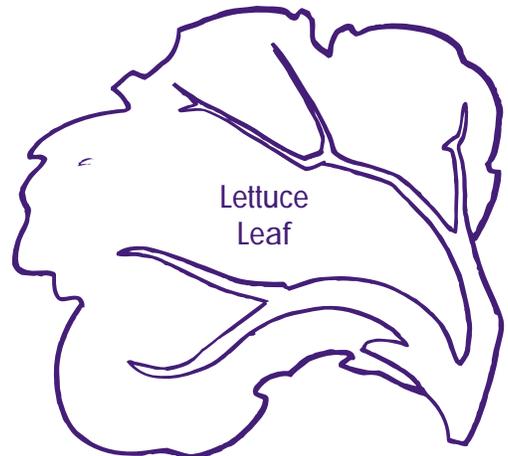
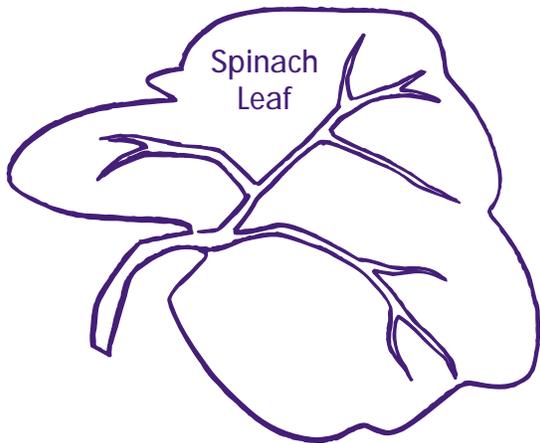
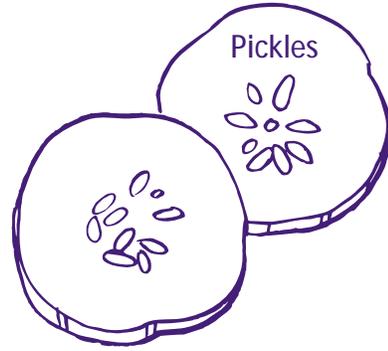
Swiss Cheese

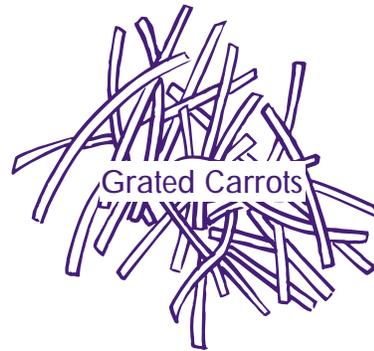
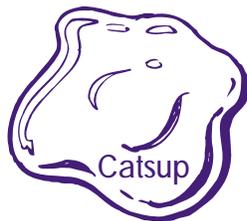
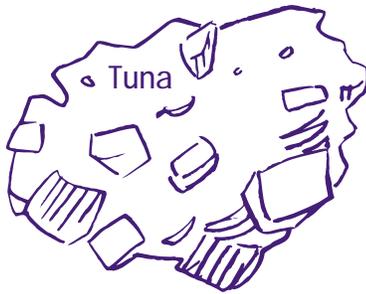
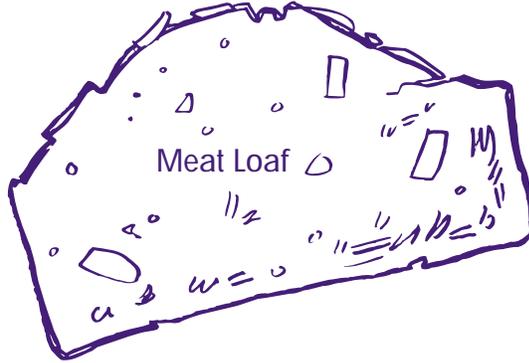


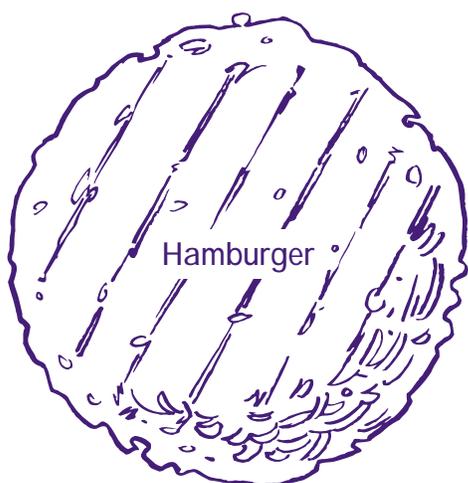
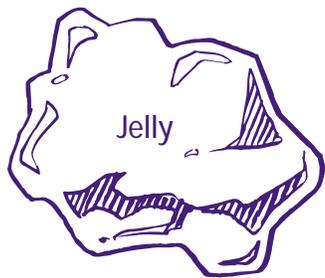
Cottage Cheese











# New Taste Sense-ations

Chefs use their senses when they create new recipes...join in the fun and have a sense-ational time as a “Chef for a Day.”

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## Materials Needed:

### Supplied by You

- Paper plates, cups, napkins, plastic forks
- Newsprint or poster board
- Recipe ingredients
- Container of water

### From the Kit

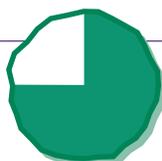
- Sense-ational Foods poster
- “Confetti Veggie Spaghetti” recipe
- “Recipe-Sense Rating” sheet




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## Time Needed:

45 minutes




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## Preparation Needed:

- On newsprint or poster board list recipe ingredients in large print.
- Prepare ingredients and refrigerate in individual containers.

## OBJECTIVES:

- ◆ To use the five senses to appreciate a wider variety of foods.
- ◆ To taste new foods.

## KEY CONCEPT:

- ◆ A wide variety of foods can be used to create appealing recipes.

## BACKGROUND:

See “Rainbow of Flavors” Background Section.

## SENSE-ATIONAL RECIPE ACTIVITY

### Setup and introduction

1. Display the Sense-ational Foods poster and the list of ingredients.
2. Arrange bowls of ingredients on a table.
3. Talk briefly about the five senses and how they help us appreciate food.

### Create a recipe

1. Explain that the youth will be tasting the individual ingredients in the recipe for Confetti Veggie Spaghetti. They will prepare the recipe using ingredients prepared ahead of time by the group leader, and taste and “rate” it on its appeal to the five senses.
2. Have volunteers distribute plates, napkins, forks, and cups of water.
3. The group leader points to the ingredient on the list, reads the name, and gives everyone a small sample. They taste their samples and rate each, repeating this process until the first seven ingredients have been tasted and rated. Sips of water may be taken between samples to cleanse the mouth between tastes.
4. Have the group dispose of the used paper goods and wash their hands. Have volunteers give everyone a paper plate, fork, and napkin.

5. The group leader reads the recipe directions as the ingredients are put together by a few youth volunteers.

6. The group leader serves the food.

7. Suggested discussion questions:

*What food groups from the Food Guide Pyramid are in this recipe?*

*Would you change this recipe in any way? Would you make this at home?*

**CLOSURE:**

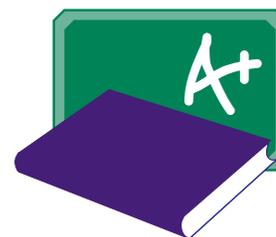
Suggested discussion question:

*How does this food appeal to the five senses?*



HOME LINK: Help prepare the recipe and have family members complete the “rating sheet.” Report on the results at the next meeting.

SCHOOL LINK: The recipe, Confetti Veggie Spaghetti, was developed for use in the USDA School Lunch Program. Share the recipe with the school food service staff.



COMMUNITY LINK: Prepare Confetti Veggie Spaghetti and serve it to chefs or other guests at the “Passport to the Fabulous World of Food” community activity.



Name: \_\_\_\_\_

## RECIPE-SENSE RATING SHEET

**SENSE** How the ingredient, spaghetti, appealed to my senses:

Sight \_\_\_\_\_

Smell \_\_\_\_\_

Hearing \_\_\_\_\_

Feel \_\_\_\_\_

Taste \_\_\_\_\_

**SENSE** How the ingredient, tomato, appealed to my senses:

Sight \_\_\_\_\_

Smell \_\_\_\_\_

Hearing \_\_\_\_\_

Feel \_\_\_\_\_

Taste \_\_\_\_\_

**SENSE** How the ingredient, mixed vegetables, appealed to my senses:

Sight \_\_\_\_\_

Smell \_\_\_\_\_

Hearing \_\_\_\_\_

Feel \_\_\_\_\_

Taste \_\_\_\_\_

**SENSE** How the ingredient, American cheese, appealed to my senses:

Sight \_\_\_\_\_

Smell \_\_\_\_\_

Hearing \_\_\_\_\_

Feel \_\_\_\_\_

Taste \_\_\_\_\_

You may also use these “smiley faces” to rate the foods.



**SENSE**

How the ingredient, black olive, appealed to my senses:

Sight \_\_\_\_\_

Smell \_\_\_\_\_

Hearing \_\_\_\_\_

Feel \_\_\_\_\_

Taste \_\_\_\_\_

**SENSE**

How the ingredient, red onion, appealed to my senses:

Sight \_\_\_\_\_

Smell \_\_\_\_\_

Hearing \_\_\_\_\_

Feel \_\_\_\_\_

Taste \_\_\_\_\_

**SENSE**

How the ingredient, pepper ring, appealed to my senses:

Sight \_\_\_\_\_

Smell \_\_\_\_\_

Hearing \_\_\_\_\_

Feel \_\_\_\_\_

Taste \_\_\_\_\_

**SENSE**

How Confetti Veggie Spaghetti appealed to my senses:

Sight \_\_\_\_\_

Smell \_\_\_\_\_

Hearing \_\_\_\_\_

Feel \_\_\_\_\_

Taste \_\_\_\_\_

You may also use these “smiley faces” to rate the foods.



## Confetti Veggie Spaghetti

6 servings,  $\frac{3}{4}$  cup each

Spaghetti, uncooked	4 ounces	Basil, dried	$\frac{3}{8}$ tsp
Tomatoes, chopped	$\frac{3}{4}$ cup	Black pepper	$\frac{3}{8}$ tsp
Mixed vegetables, frozen	$\frac{3}{4}$ cup	Italian salad dressing, lowfat	$\frac{1}{4}$ cup
American cheese, diced	$\frac{3}{4}$ cup	<b>Confetti Topping:</b>	
Black olives, chopped	2 Tbsp	Parmesan cheese	2 Tbsp
Red onions, diced	1 Tbsp	Garlic, granulated	$\frac{1}{8}$ tsp
Mild pepper rings, chopped	1 tsp	Black pepper	$\frac{1}{8}$ tsp
Parmesan cheese	2 Tbsp	Parsley, dried	$1\frac{1}{8}$ tsp
		Basil, dried	$\frac{3}{8}$ tsp

### To prepare:

1. Break spaghetti into fourths. Cook in boiling water until tender-firm, about 8 minutes. Drain and cool in refrigerator for 30 minutes.
2. In a large bowl, combine tomatoes, mixed vegetables, cheese, olives, onions, pepper rings, parmesan cheese, basil, and black pepper. Add chilled spaghetti.
3. Toss with lowfat Italian salad dressing and refrigerate 2 hours prior to serving.

### To serve:

1. Mix confetti topping ingredients together.
2. Serve  $\frac{3}{4}$  cup portions of chilled spaghetti mixture and sprinkle 2 teaspoons of confetti mixture over each.

Source: The American Culinary Federation. 1994. *The School Lunch Challenge*. (40).

### InfoNote:

These recipe cards may be cut out and taped together to make your own recipe card for use in your home.

# Country Snapshot

All aboard for a trip around the world! Learning about foods eaten in different cultures adds excitement and inspires a sense of adventure to taste foods that are new and different!



## Materials Needed:

### Supplied by You

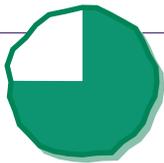
- Map of the world
- Crayons or markers
- Poster board
- Clear contact paper
- Travel posters, magazines, etc.
- Scissors
- Glue
- Cassette tape/cassette player

### From the Kit

- Food Guide Pyramid poster
- "International Food List" handout
- Story

## Time Needed:

45 minutes



## OBJECTIVES:

- ◆ To learn about foods and food customs in different countries.
- ◆ To classify foods from another culture by food groups of the Food Guide Pyramid.
- ◆ To taste new foods.

## KEY CONCEPTS:

- ◆ People from other cultures eat foods that are similar and different from the food we eat.
- ◆ Tasting "new" foods can be fun and delicious.

## PREPARATION NEEDED:

- ◆ Collect travel posters and travel magazines about foreign countries that can be cut up.
- ◆ Obtain a map of the world.
- ◆ Cut poster board into "placemat" size pieces, one for each youth.
- ◆ Obtain cassette tapes of music from several countries around the world and a cassette player (optional).
- ◆ Photocopy "International Food List" for distribution to group.

## BACKGROUND:

Each country of the world has unique foods and food preparation techniques and food customs. These are important parts of the culture of each country. The foods eaten often depend on what foods grow in the area, what animals can be raised in the area, the climate, whether the country is located close to the sea, etc. "Special" foods are often prepared for celebrations.

This activity introduces the youth to three different cultures and some of their foods and food customs. Read the attached story for a little background on these three countries. You may want to do more research on your own at your local library or even choose different countries and make up your own stories.

The countries discussed in the story are: Mexico, Russia, and Ethiopia.

Remind the youth that using their senses to enjoy the various flavors, textures, smells, and colors of food makes eating a fun adventure, and it can expand their appreciation for a wider variety of foods.

## STORY ACTIVITY

### Introduction

1. Explain that the youth will be learning about different cultures and some of the foods and food customs through a story. Have the youth sit while you read aloud the story “Food Stories from Around the World.” The group leader should point out each country on a world map as the story is read.

2. Suggested discussion questions:

*What countries did the children visit?*

*Can you describe each country? Its climate, where it is located in the world, etc.*

*Name some of the foods that were eaten in more than one of the countries.*

## PLACEMAT ACTIVITY

1. Spread out the posters and pictures according to country, and have youth create placemats about any of the countries in the story using art materials. Give everyone a piece of poster board and glue.
2. When the group has finished, cover both sides of each placemat with clear contact paper.
3. Have youth share their placemats with the group.



### FOOD GROUPING ACTIVITY

1. Display the Food Guide Pyramid poster.
2. Give each youth a copy of the “International Food List” and a pencil, and have them work in groups to write in the name of the food group to which each food belongs.
3. When the lists are completed, compare the answers to the answer key. Refer back to the story, if necessary. Discuss the similarities and differences in the foods eaten in the three countries.

### CLOSURE:

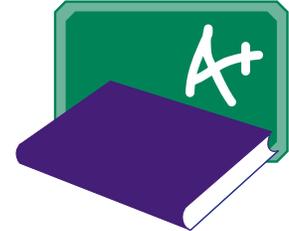
Have each youth set a goal to taste a food from the story in the coming week.



HOME LINK: Distribute family activity, “Salad Bowl.”



SCHOOL LINK: Display the placemats in the cafeteria of a local school.



COMMUNITY LINK: Display the placemats at the community activity, “Passport to the Fabulous World of Food.”

# Food Stories From Around the World

## MEXICO

These stories follow a teacher, Ms. Santos, and four of her students, Marcus, Carlos, Tanisha and Liz as they visit different countries and learn about foods and food customs.

“Where are we?” asked Marcus, always the first of the group to open his mouth. “We’re not in \_\_\_\_\_ any more, that’s for sure.”  
(name of your town)

“We’re in a little town in Mexico called La Penita,” said Ms. Santos. “It’s on the Pacific Coast and very warm here.”

The group strolled over to the main street, where people were selling fruits and vegetables in open-air markets. “I recognize some of this food,” said Marcus, looking at the fruits and vegetables in one small shop. “I see **tomatoes**, **watermelons**, and **pineapples**. What are those things over there?”

“Those are **papayas**, and those are **mangoes**,” said Carlos.

“We eat them at my house. My father was born in Mexico.”

“What’s this? It looks like a hairy, brown turnip!” laughed Liz.

A small voice piped up from behind the counter.

“That is **jicama** (HI-cah-ma). It’s crunchy and sweet. Want to try?”

“Who are you?” asked Liz.

“I am Tia. This is my mother’s shop.”

“How come you speak English so well?” asked Marcus.

“We learn English in school. Here, have some jicama. Then tell me why you are here.”

“We’re visiting different countries to learn about the food they eat,” said Carlos.

“Hey, this stuff’s not half bad,” said Marcus, his mouth full of jicama. “What other kinds of food do you eat here?”

Tia pointed to different piles of vegetables. “To us this food is not strange. It is what we eat every day. Here are **chili peppers, lettuce, zucchini, platanos** (PLA-ta-nos) and **cactus leaves**.”

“Cactus leaves? Do people really eat those things?” said Marcus.

Tia laughed. “But after you boil them, they are very good. Platanos, too. See how they look like big bananas? Sometimes we fry them, or put them in a stew. I like platanos very much.”

“What about these bananas?” asked Tanisha. “They’re tiny!”

“Those are **apple-bananas**. They grow on plantations very near here. Try one. They are so good!”

“Hey,” mumbled Carlos with his mouth full. “She’s right. They may be little, but they are sure good.”

“Tia, what does your family usually eat besides fruits and vegetables?” asked Carlos.

“We eat lots of **tortillas**,” said Tia. “We eat them at almost every meal — with **beans, meat, lettuce, and tomatoes**. We also eat fresh **fish, shrimp, and oysters**. And we make juice from fresh fruits, like **guava or watermelon**. For snacks, we can buy a mango on a stick or **ice cream**. Another thing we like very much is ‘**pan dulce**’ — it’s a sweet bread. Sometimes my mother bakes it and sometimes we buy it at the store.”

“Wow, I never thought there was so much cool food in Mexico,” said Marcus. “I thought all you ever ate was beans.”

Tia laughed again. “And we think Americans only eat hamburgers and french fries. Today you have learned many things about what Mexican people eat. Thanks so much for visiting!”

# RUSSIA

“Brr. This is definitely not sunny Mexico,” said Tanisha. She clutched at her coat, blew on her fingers and gazed at the huge buildings in Moscow’s Red Square. “Not at all.”

“That’s right,” said Ms. Santos. “We’re on the other side of the world from Mexico, and a lot further north. We’ve been invited to a family’s apartment for lunch, so we better get going.”

Ms. Santos and the children hopped on the squeaky clean Moscow subway, and soon they came to their stop. They found the right apartment building, and soon were climbing, climbing, climbing up the stairs.

“Welcome. Come in. Welcome,” said a woman at the top of the stairs. “You must be the group from the United States.”

“That’s right. And we’re pooped, too,” said Marcus. “I’m Marcus.”

“This is my husband, Sergei, and our son, Piet. Come in. Come in.”

Their apartment was very small. But right in the middle of the living room was a round table, full of dishes of food in all shapes and colors. The kids just stared. Even Marcus, for once, had nothing to say.

“What is all this?” stammered Liz.

“I mean, there’s so much. I thought we’d just have...”

“You thought the Russians only ate **soup, bread** and **tea**, yes?” said Tatyana.

“Well, we do. But many other things, too. This is **prostokvasha** (pro-sto-KVA-sha). It is like your yogurt, but not as sweet, like buttermilk. Russian people often eat this for breakfast.”

“And look at the bread!” whispered Tanisha. “It’s beautiful and black!”

“Yes, Russians love dark, rich bread,” said Sergei. “We buy it fresh almost every day at the bakery. Some days we have to stand in line for a long time before we can buy bread.”

“And this?” asked Tanisha. She was warm now, and her curiosity was making her talk more.

Piet finally got brave enough to try out his English. “**Sour cream, potatoes** and **mushrooms!** We love sour cream in everything!”

“You see, for a long time many of us didn’t have refrigerators,” Piet’s mom explained. “We learned to use sour milk and sour cream in our cooking. Another thing we use in cooking is hard-cooked eggs. Meat can be very expensive here, so we get much of our protein from eggs and dairy products.”

“What’s this red stuff?” asked Marcus, pointing to a steaming bowl of deep red-purple liquid.

“That’s **borscht** — Russian beet soup. It is a big favorite with many Russians,” answered Sergei. “And here are pickled vegetables. Our ancestors used to pickle many foods to make them last longer. Today we still eat **pickled beets, beans, cabbage, and even mushrooms.**”

“Does everyone in this huge country eat this kind of food?” asked Tanisha.

“Oh, no,” said Tatyana. “Russia has many different climates and types of food. In the warmer climates, people eat a lot of **figs, dates, apricots, nuts and seeds.** And instead of eating bread and potatoes, like we do, they eat **rice or corn.** They also like to eat lamb or chicken.”

“We better sit down and start eating this food,” said Ms. Santos.

## ETHIOPIA

The children looked at the rugged hills and bright sunlight and smiled.

“I don’t care where we are. I’m just glad to be warm,” said Tanisha.

“It just so happens that today we’re visiting Ethiopia,” said Ms. Santos.

“Ethiopia is in East Africa.”

“I thought Ethiopia was one big desert,” said Liz.

“No,” said Carlos. “There are many kinds of geography in Ethiopia. There are deserts, mountains, and plains.”

“That’s right,” said Ms. Santos.

“But right now we have to go on. A family is expecting us for lunch.”

After a short walk, the group entered a round, dark hut. They were at the home of Jarra, his wife, Ama, and their 2-year-old daughter, Jabu.

“Welcome to our house! Welcome to our table,” boomed Jarra. He was a tall, thin man who held his head very high. “Here, first you must have some cool water. Then sit down. We will have a meal.”

The kids sat down on a low couch near a table. In the middle of the table was a steaming **stew**, and pieces of **bread** that were flat, soft and full of holes.

“In this country, we do not use your knife and fork,” said Ama in a quiet voice. “Instead, we take pieces of bread and scoop up the stew. Watch me. Now you try.”

Marcus tore off a piece of bread, dipped it into the stew and immediately slopped some on his pants. “Oh brother, it’s going to be a long lunch,” he said under his breath.

“What’s in this stew, and what’s it called?” asked Carlos.

“This dish is called **wat**,” said Jarra. (Wat rhymes with swat.) “Ethiopians cook many kinds of wat. This one has **chicken, onion, lemon juice, hard-cooked eggs, hot peppers**, and many spices. Some wats only have vegetables or **beans**. Some are made with **beef**.”

“What else do you like to eat?” asked Liz.

“Bread. The bread we are eating now is made from millet. We also eat **lentils** and **chickpeas**, and **curds** made from milk. And **honey**. Honey to us is like heaven.”

“Does everybody in Africa eat like this? ’Cause if they do, they sure are lucky,” mumbled Marcus with his mouth full. By now he had learned how to dip and eat.

“No, there are many different cultures in Africa,” said Jarra, “and people eat differently. Some people live where it is very hot. They eat lots of fruits, like **mangoes, breadfruit**, and **bananas**. Some people live near the oceans and eat lots of **fish**.”

Ama nodded her head. “Yes. Food and water are very important. We have had drought here for many years. The crops have been bad. Many people have gone hungry or died. Before every meal, we give thanks for our food, because so many people have so little to eat.”

The group looked at the floor of the dark hut and let this young woman’s words sink in. After a bit, Ms. Santos stood up.

“We thank you for your wonderful food. And now we must go.”

Source: Nutri-Kids Go Around the World. Expanded Food and Nutrition Education Program. Oregon. 1994. (11).

## INTERNATIONAL FOOD LIST

(These foods were all mentioned in the story)

<b>MEXICO</b>	FOOD GROUP
cactus leaves	_____
jicama	_____
mango	_____
papaya	_____
tomato	_____
watermelon	_____
pan dulce	_____
pineapple	_____
platanos	_____
tortilla	_____
zucchini	_____
apple-banana	_____
beans	_____
oysters	_____
fish	_____
shrimp	_____
guava juice	_____

<b>RUSSIA</b>	FOOD GROUP
potato	_____
mushroom	_____
black bread	_____
prostokvasha	_____
sour milk	_____
hard-cooked egg	_____
borscht	_____
pickled cabbage	_____
figs	_____
rice	_____
pickled beans	_____
pickled beets	_____
corn	_____
dates	_____
apricots	_____
nuts and seeds	_____

<b>ETHIOPIA</b>	FOOD GROUP
flat bread	_____
stew (wat)	_____
hot pepper	_____
beans	_____
lentils	_____
chickpeas	_____
curds from milk	_____
honey	_____
hard-cooked egg	_____
onion	_____
chicken	_____
lemon juice	_____
beef	_____

## INTERNATIONAL FOOD LIST—ANSWER KEY

### MEXICO

	FOOD GROUP
cactus leaves	vegetable
jicama	vegetable
mango	fruit
papaya	fruit
tomato	vegetable
watermelon	fruit
pan dulce	grain
pineapple	fruit
platanos	fruit
tortilla	grain
zucchini	vegetable
apple-banana	fruit
beans	meat or vegetable
oysters	meat
fish	meat
shrimp	meat
guava juice	fruit

### RUSSIA

	FOOD GROUP
potato	vegetable
mushroom	vegetable
black bread	grain
prostokvasha	milk
sour milk	milk
hard-cooked egg	meat
borscht	combination or vegetable
pickled cabbage	vegetable
figs	fruit
rice	grain
pickled beans	meat or vegetable
pickled beets	vegetable
corn	vegetable
dates	fruit
apricots	fruit
nuts and seeds	meat

### ETHIOPIA

	FOOD GROUP
flat bread	grain
stew (wat)	combination
hot pepper	vegetable
beans	meat or vegetable
lentils	meat or vegetable
chickpeas	meat or vegetable
curd from milk	milk
honey	fats, oils, sweets
hard-cooked egg	meat
onion	vegetable
chicken	meat
lemon juice	fruit
beef	meat

# Celebrate

Let's celebrate a special holiday and learn about the customs and foods that are part of the festivities! There's a whole world to choose from!



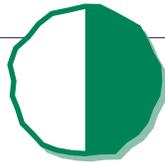
## Materials Needed:

### Supplied by You

- Poster board
- Fruit
- Cassette tape/cassette player (optional)
- Large bowl, paring knife, large spoon
- Paper plates, plastic forks, napkins

## Time Needed:

30 minutes



## InfoNote:

Other examples of cultural celebrations you may want to study are: Cinco de Mayo, July 4th, Thanksgiving, or Chinese New Year.

## OBJECTIVES:

- ◆ To try new foods.
- ◆ To learn about cultural celebrations, such as Kwanzaa, an African-American celebration.
- ◆ To use our senses to appreciate and enjoy foods from other cultures.

## KEY CONCEPT:

- ◆ There are many cultural celebrations enjoyed around the world — each may have its own “special” foods.

## PREPARATION NEEDED:

- ◆ **Advance planning:** Ask each youth to bring in a fruit.
- ◆ Collect posters, books, or articles about Kwanzaa and become familiar with its origin and purpose.
- ◆ Obtain a cassette tape of music to illustrate the holiday (optional).
- ◆ In large letters, write the seven principles of Kwanzaa on newsprint or poster board.

## BACKGROUND:

Each of us celebrates holidays and festive occasions that hold special meaning. Kwanzaa is a fairly new celebration created in 1966 by Dr. Maulana Karenga. Dr. Karenga, a college professor, wanted to start a holiday to help African-Americans learn about their African beginnings. He went to Africa and learned that many tribes celebrate when the first crops of the year are harvested. Dr. Karenga used many African traditions and harvest festivals to design the celebration, Kwanzaa. Observed from December 26 through January 1 each year, Kwanzaa is a time of celebration and self-reflection. It is not intended to be a religious event, but it does focus on seven principles of living. (20).

Each day of the seven-day festival there is a special idea or principle to think about.

The following is a paraphrase of the seven principles laid out by Dr. Maulana Karenga:

Day 1: **Umoja** (oo-moe-ja) Unity—To be together as a family, community, and nation.

Day 2: **Kujichagulia** (coo-gee-cha-goo-lee-ah) Self-determination—To decide our own future.

Day 3: **Ujima** (oo-GEE-mah) Collective work and responsibility—To work together and be responsible for each other.

Day 4: **Ujamaa** (oo-JAH-mah) Cooperative Economics—To operate our own stores, shops, and other businesses in the community.

Day 5: **Nia** (nee-ah) Purpose—To do what we can to make our community great.

Day 6: **Kuumba** (coo-OOM-bah) Creativity—To do as much as we can to create beautiful and strong communities—to improve our communities.

Day 7: **Imani** (ee-MAH-nee) Faith—To believe in ourselves and our community.

## KWANZAA ACTIVITY

### Setup and introduction

1. Display the list of the seven principles.
2. Play music softly in the background (optional).
3. Explain Kwanzaa and discuss the seven principles.

### Activity

4. To illustrate the first principle of Umoja (Unity)—have the group prepare a “group” fruit salad and enjoy it together. Have the youth wash their hands. Have the youth wash the fruit, peel (if necessary), cut into bite sized pieces, and serve.
5. Suggested discussion questions:

*What is the meaning of the first principle?*

*Is this principle one that is part of your culture or a holiday that you celebrate?*

**CLOSURE:**

Have the youth describe family celebrations of their own.

Suggested discussion questions:

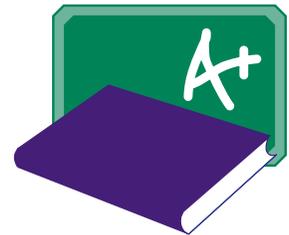
*How does this celebration differ from Kwanzaa?*

*How is it the same?*



HOME LINK: Find out more about a family celebration and share it at the next meeting.

SCHOOL LINK: Check out school library books about celebrations around the world and their foods.



COMMUNITY LINK: Take part in the community event, "Passport to the Fabulous World of Food."

# Pen Pals Across the U.S.

Hook up with students from Team Nutrition schools across the United States to learn about what foods they eat, and then share a home recipe or two!

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## Materials Needed:

### Supplied by You

- Pencils
- Map of U.S.

### From the Kit

- Food Guide Pyramid poster
- Pen pal form letter




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## Time Needed:

45 minutes




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## InfoNote:

Get on a web site for e-mail pen pals  
<http://www.kidscom.com>.

The Ultimate Children's Internet Sites lists children's web sites organized by age  
<http://www.vividus.com//ucis.html>.

## OBJECTIVES:

- ◆ To learn about foods eaten in different parts of the United States.
- ◆ To expand the variety of foods eaten.
- ◆ To use the Food Guide Pyramid to choose foods for a healthy diet.

## KEY CONCEPTS:

- ◆ All of us eat foods that are linked to our family, community, and region of the United States we live in.
- ◆ Foods that we eat are an important part of our customs, family life and celebrations.

## PREPARATION NEEDED:

- ◆ **Advance planning:** Locate sources for pen pals in Team Nutrition schools by contacting county extension agents or Team Nutrition contacts in the region of the country you want to "pen pal" with.
- ◆ Obtain a large map of the U.S.
- ◆ Photocopy pen pal form letter for each youth in the group.

## BACKGROUND:

How do people develop certain food preferences? Does everyone like the same foods that their friends like? What foods have special meaning? Why? These and other questions can be explored to help youth see that people develop different eating patterns, favorite foods, and food acceptances for a variety of reasons. Family food habits, early food experiences, religion, region of the country, and how a food tastes influence what foods are eaten. Before learning about what foods are eaten in other parts of the United States, the youth should first become aware of what is eaten that is unique to their own region of the United States. It may also be interesting to see if people throughout the country have similar meal patterns and call the meals by the same name.

**InfoNote:**

Safety first reminders for youth who have access to Internet:

1. Never give out your name, address, phone number, school name, passwords, or other personal information.
2. Never agree to purchase anything or to get together with someone you have met online, unless the parents agree.
3. Remember that everything you read on the Internet isn't always true. Some people online may not be who they say they are. Protect your privacy.

For example, what is supper? What is dinner? Are there differences in recipes that are prepared in New Mexico compared to recipes prepared in New Hampshire? Would home recipes be similar or would they be based on what is available in that region of the country?

**PEN PAL ACTIVITY****Setup and introduction**

1. Explain that a pen pal is someone who lives far away from you, but becomes a friend through writing letters. Today they'll be choosing pen pals from another part of the U.S. They'll write letters about themselves and the foods they eat and ask their pen pal questions about the foods that are unique to their part of the U.S. as well as foods that are popular throughout the U.S.
2. Display the U.S. map and point out where the pen pals live.
3. Discuss your region of the U.S. and foods that are eaten there. Suggested discussion ideas: (The group leader should write responses on newsprint.)

◆ *Have the youth brainstorm foods that are unique to their part of the U.S. For example, grain products eaten in the southern U.S. such as grits, cornbread, or spoon bread may not be eaten in Oregon.*

◆ *Name a "special" food your family eats for holidays or family celebrations.*

◆ *Name a food your family eats that is connected to your family background.*

◆ *Name some favorite foods.*

**WRITING ACTIVITY:**

1. Give each youth the pen pal form letter. Have each one fill in the letter introducing themselves and sharing such information as what foods are unique to their region of the country, foods they eat on special occasions, foods that are connected to their family heritage, and their favorite foods. The youth should ask their pen pals to send back similar information about the foods they eat.
2. Send the letters by mail or electronically.
3. This can be an ongoing activity and the youth may exchange recipes at a later date.

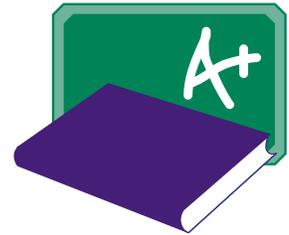
**CLOSURE:**

Using the brainstorm sheets, have the youth use the Food Guide Pyramid to classify foods that are unique to their region of the country or that are from a particular ethnic group. Have the youth try a new food that is unique to their region.



HOME LINK: Tell the families about the pen pals.

SCHOOL LINK: Read the pen pal letters in class and suggest to the teacher that the class do a similar activity.



COMMUNITY LINK: When letters or Internet responses come back from the pen pals, have the youth write a letter to the editor of a local paper describing what they learned.

Date \_\_\_\_\_

Dear \_\_\_\_\_,

Hi! My name is \_\_\_\_\_. I am \_\_\_\_\_  
 years old and am in the \_\_\_\_\_ grade at \_\_\_\_\_ school.

I am learning about what foods are eaten in different parts of the United States. I live in

\_\_\_\_\_ My state is located \_\_\_\_\_  
(city) (state)

\_\_\_\_\_.

Many people in my part of the United States eat \_\_\_\_\_

\_\_\_\_\_. My family eats special foods at holidays or family

celebrations. At \_\_\_\_\_ my family eats \_\_\_\_\_.  
(name of holiday) (name of food)

Many, many years ago my family came to the United States from \_\_\_\_\_,  
(country)

and we eat \_\_\_\_\_ that comes from there.  
(name of food)

My favorite foods are \_\_\_\_\_

\_\_\_\_\_.

I hope you will write back to me, and tell me about yourself and the foods you like to eat. Maybe we can share a recipe our families like to eat for dinner. Write SOON!

Your Pen Pal,

\_\_\_\_\_